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ABSTRACT

Ten modules for training paraprofessionals who work in classrooms for students with emotional handicaps address the following topics: (1) awareness of emotionally handicapped (EH) students and the educational programs and services designed to meet their needs (assessment, evaluation, the individualized education program, case conferences, social skills instruction, self-esteem); (2) structuring the learning environment (room arrangements, scheduling, rules); (3) effective behavior management principles (consistency, structure, objectivity, ethics) and techniques (reinforcement, contingency contracting, token economy, cueing, shaping, extinction, time out, imagery, proximity control, modeling); (4) communication skills (listening and problem-solving); (5) adapting instructional activities and materials to meet individual needs; (6) observing and documenting student behavior (systematic observation and data collection systems); (7) affective education; (8) interactive skills, including verbal and nonverbal communication; (9) effective time management for the paraprofessional; (10) legal and ethical issues relating to confidentiality and selected behavior management techniques. Qualifications and responsibilities of a paraprofessional are listed in an appendix. Modules include supplementary handouts, forms, overhead transparencies, and pretest/posttests. (JW)

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ED303966

MODULE FOR TRAINING PARAPROFESSIONALS WORKING IN CLASSROOMS FOR STUDENTS WITH EMOTIONAL HANDICAPS

Division of Special Education
Indiana Department of Education

Indiana Committee on the Emotionally Handicapped
Shirley J. Amond, Chairperson

July 1988

EC212263

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This Paraprofessional Aide Training Module

Is Dedicated To

ROSEMARY LEE HESS

Rosemary was a dedicated teacher of students with emotional handicaps and a trainer for Indiana's Committee on the Emotionally Handicapped. Mrs. Hess always strove to promote better educational and counseling opportunities for students with emotional handicaps.

She will be greatly missed by her friends and her colleagues for her expertise, professionalism, and her positive outlook on life.

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ACKNOWLEDGMENTS

Under the leadership of the Indiana State Advisory Council on the Education of Handicapped Children and Youth, the Indiana Committee on the Emotionally Handicapped has continued its efforts to resolve those issues which inhibit the development of programs for seriously emotionally handicapped students.

This publication is the result of the cooperative efforts of many individuals. Those individuals have contributed time and shared their expertise toward the completion of this activity.

To all those who served on the committee, a special note of thanks is expressed. The sharing of information and personal skills in the research, writing, and editing of this publication is deeply appreciated.

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INDIANA COMMITTEE ON THE EMOTIONALLY HANDICAPPED

Membership

Mr. Paul Ash	Director, Division of Special Education Indiana Department of Education
Ms. Shirley J. Amond Committee Chairperson	Director of Special Education West Central Joint Services

Paraprofessional Module

Mrs. Cynthia Jackson Chairperson	Special Education Consultant Indianapolis, Indiana
Ms. Jill Baker	Paraprofessional West Central Joint Services
Ms. Jody Bennington	Teacher, Emotionally Handicapped West Central Joint Services
Mr. Bud Nowicki	Principal, Tri-City Opportunity School Hamilton-Boone-Madison Special Services Cooperative
Ms. Jill Slavin	School/Community Consultant West Central Joint Services
Mrs. Linda Williams	Teacher, Emotionally Handicapped Clark County Special Education Cooperative
Dr. Sue Ann Yovanovich	Assistant Director of Personnel Kokomo School Corporation

INTRODUCTION

Training provides the necessary background and skills for superior job performance and is essential to the role of any paraprofessional. It is widely agreed that paraprofessionals with appropriate training development specialized competencies which help them meet the academic and social needs of students. The paraprofessional should feel that he/she is an important part of the school program as are other certified personnel.

The goal of the teacher is to motivate and guide each student to develop to his/her fullest potential. Because of the pressure of time and numbers of students involved, assistance is needed to perform instructional and non-instructional tasks. Under the supervision of the teacher of students with emotional handicaps, the paraprofessional may help provide many opportunities for students that would otherwise not be possible.

The paraprofessional is to assist the teacher with educational activities and nonteaching tasks. The teacher, not the paraprofessional, is accountable for the instructional program in the classroom. The teacher may delegate to the paraprofessional these responsibilities based on specific educational plans which are directly formulated and supervised by the teacher.

Although the specific responsibilities assigned to a paraprofessional will vary by the structure of local programs, this module will address skills for the paraprofessional working with students with emotional handicaps. Through these workshops, paraprofessionals will acquire an understanding of the student with emotional handicaps and basic skills necessary to assist the teacher in the learning environment.

This module is designed to supplement local efforts to provide training to paraprofessionals. The materials are designed so that they may be utilized in large groups or on an individual basis. Teachers and paraprofessionals are encouraged to participate together in the training in order to facilitate communication and the development of the teacher-paraprofessional relationship.

DEFINITION

A seriously emotionally handicapped (SEH) child is a child with a severe condition exhibited over a long period of time to a marked degree which adversely affects educational performance and is characterized by one or more of the following: (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors (including children who are autistic); (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teacher; (c) an inappropriate type(s) of behavior or feeling under normal circumstances (does not include children who are only socially maladjusted); (d) a general pervasive mood of unhappiness or depression; and (e) a tendency to develop physical symptoms or fears associated with personal or school problems.

Indiana Rule S-1
P.L. 94-142

In general, an emotionally handicapped student has problems involving lack of awareness and/or understanding of self and environment of such duration, frequency, or intensity as to result in an inability to control behavior or express feelings appropriately, thereby significantly impairing performance in the classroom and in school-related activities. The general characteristics include one or more of the following:

(a) an inability to learn which cannot be explained by intellectual, sensory, or health factors (including children who are autistic).

Significant deficits in the level of functioning may be the most pronounced characteristic of emotionally handicapped children in school. This significant deficit in the learning process may be manifested as impairments in classroom performance and school learning experience as well as failure to master skill subjects. The difference between a child's performance and level of expectancy becomes more significant as a student advances through his school career. This discrepancy may appear to be insignificant in a child's early school years, therefore, making it more difficult to identify a young student based on the inefficiency in functioning level.

(b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

The term "satisfactory interpersonal relationships" refers to the ability to establish and maintain close friendships; the ability to work and play cooperatively with others; the ability to demonstrate sympathy, warmth, and sharing with others; the ability to be assertively constructive; and the ability to make appropriate choices for social interaction. In most instances, children who have difficulty building or maintaining satisfactory interpersonal relationships are readily identified by both peers and teachers.

(c) an inappropriate type(s) of behavior or feeling under normal circumstances (does not include children who are only socially maladjusted).

Behavior is seen as inappropriate when disturbed internal states lead to socially aberrant or self-defeating behavior; that is, behavior which is clearly discordant with that which would normally be expected.

(d) a general pervasive mood of unhappiness or depression.

Children who are unhappy or depressed may exhibit a loss of interest or pleasure in all or most all usual activities and pastimes. These behaviors may be expressed verbally or nonverbally, as in frequently sad facial expression, changed peer relations, social isolation, reduced academic achievement, hyperactivity, or restless agitated behavior.

(e) a tendency to develop physical symptoms or fears associated with personal or school problems.

A child may exhibit physical symptoms such as excessive fatigue, dizziness, nausea, rashes, or an unexplained loss of or alteration in physical functioning; unrealistic fears, such as harm to parents or occurrence of calamities; or pains, such as headaches or stomachaches. Possible physical etiologies should be ruled out prior to attributing the behavior(s) to a psychogenic cause.

A psychoeducational evaluation of an emotionally handicapped student must involve an integrated and comprehensive analysis of the child's educational, emotional, and social functioning. This evaluation must address intellectual functioning, school achievement, sensory and health-related factors, and social/emotional development, as well as evidence of previous interventions.

Results of this diagnostic evaluation relate directly to programming for the student through an individual educational plan (IEP). While an iep emphasizes the academic needs of a student, it must always address the social/emotional needs of emotionally handicapped students as well.

PARAPROFESSIONAL AIDES

MODULE I

Awareness

MODULE I

Goal: To increase the paraprofessional's knowledge of students with emotional handicaps and educational programs designed to meet their needs.

Time: 1 hour

Materials Required: Pretest/post-test: Handouts #1-#7; Overheads #1-#4; Large chart paper and markers.

Content and Instructional Activities:

A. Administer Pretest

B. Present: Who are students with emotional handicaps?

1. Rule S-1 and P.L. 94-142 provides the definition used in public schools. The definition is necessary to assist in the determination eligibility for special education services. It provides professionals direction for examining behaviors and learning problems of students.

2. Behaviors should be examined according to intensity, duration, and frequency. It is also important to understand the qualitative differences in behavior. Does the student's behavior differ significantly from that of age peers? How are cultural values impacting upon the student's behavior? Is the behavior appropriate for the student's developmental level or age? It is necessary to ask these questions when looking at what types of behavior the student displays. However, it is important to remember that there are many reasons for behaving in ways that are not typical or normally expected.

3. When discussing students who are emotionally handicapped, it is necessary to consider personal perceptions of what is normal because perceptions impact upon interpretations of what is observed. What is considered to be normal behavior is influenced by values, personal experiences, and tolerance of deviance or differences. Thus, what one person views as normal may not be viewed as normal by another person. For example, the differences in expectations and behavioral standards are usually obvious when comparing cultures. However, it becomes more complicated when looking at individual students and their families.

4. Sometimes observations focus on the abnormal and fail to examine the normal aspects of behavior. This can easily happen, especially when the groups of students are very demanding. The focus is on their problems and does not recognize their normal qualities. It is helpful to spend time recognizing the behaviors and emotional responses which are normal for particular ages and grade levels. After observing groups of non-handicapped students in a variety of settings over a period of time, one develops a knowledge and experience base that can become a reference when observing and working with students who are emotionally handicapped.

C. Activity: Let's talk about observing behavior.

1. Break into small groups; assign a recorder.

2. Read: "You have playground duty at an elementary school. It is a warm day and everyone is outside. Describe everything that you might observe students doing or not doing. You have 3 minutes."

3. Return as a large group and compare lists after each recorder reports.

4. Discussion questions:
   - Would you consider everything you listed to be normal? Why?
   - Are there any behaviors considered to be problems? If so, what are they? How do you determine that they are problem areas?
   - In what other settings could you observe to find a wide range of behaviors?
   - Why is it important to observe in a variety of settings?
   - Why should those who work with students with emotional handicaps take time for observational activities?

D. Discussion: Definition
Display Overhead #1 and distribute Handouts #1 and #2.

1. When we discussed the playground scene, did we mention any behaviors that are represented or could fit into the definition?

2. Under what circumstances would those behaviors indicate a student needs special programming? (LEADER-this should lead to a discussion of how behaviors of students who are emotionally handicapped are qualitatively different. This refers to the frequency, intensity, and duration of behaviors.)

3. Discuss Handout #1 and #2. It was prepared to assist professionals in the identification and programming of seriously emotionally handicapped students. It offers an understanding of the components of the definition and the range of characteristics associated with the definition. It is for your reference as we talk about programming and students' special needs.

E. Present: What is assessment?
Display Overhead #2 while presenting.

1. Assessment is a process to determine a student's strengths and weaknesses. It is necessary to use the information collected during the assessment process to determine if a student meets eligibility requirements and to direct the development of the IEP.

2. Who is involved in the assessment? The multidisciplinary team works together to collect information about the student. This team must include a certified school psychologist, at least one teacher or specialist with knowledge in the area of suspected disability, and other professionals who may provide input regarding the behavioral and educational needs of the student.

3. What parts do the team members play?

   a. As part of the multidisciplinary team, the school psychologist plans and conducts a systematic evaluation. School psychologists administer psychological tests and other assessment tools. They obtain and interpret information about student behavior and conditions related to learning.

      Evaluation areas include cognitive development, social/emotional development, and academic achievement. Actual data collection involves:

      -Systematic observations of student conducted in a variety of school settings.

      -Review of past psychological records to obtain behavioral history and determine tests or techniques appropriate for the student.

      -Discussion with student's teacher(s) to ascertain student's strengths and weaknesses.

      -Individual testing and interview with student.

      -Interview with student's parents regarding their child.

   b. The teacher, as a multidisciplinary team member, collects academic records with information about the student's current learning potential, achievement level, and past academic history. This data helps the teacher understand student progress and answer the following questions:

      -What is the student's learning potential?

      -What are the student's strengths and weaknesses?

      -What does the student need to learn, and what is most important for the student to learn in each particular academic area?

      -What does this data say about the student's level of motivation and interest in academics?

      -What does this data say about the student's learning style?

   c. Other possible members of the multidisciplinary team include guidance counselor, social worker, school nurse, consultants, speech pathologist, and/or administrators. These professionals provide information specific to their areas of expertise. The information is important to obtain because it increases the team's ability to understand the student.

F. Present: What is an individual educational program (IEP)?

   1. Public Law 94-142 requires the development of an IEP for every student who qualifies for and receives any special education services. The IEP describes the student's needs, outlines the instructional program, and defines the types of services necessary to meet the student's needs.

2. Components of IEP.

   Display Overhead #3 and discuss each component.

   a. Current Level of Performance identifies the student's skill levels and the student's strengths and weaknesses in academic, behavioral, and other areas.

   b. Annual Goals and Objectives - The annual goal is a statement of what is expected of the student by the end of the school year.

      The short-term objective refers to the outcomes of instruction that are needed to accomplish the annual goal. The short-term goals are observable and measurable.

   c. Related Services are those services provided to students so that they can benefit from special education. For example, counseling services, transportation, psychological services, school health services, social work services.

   d. Extent the child will participate in regular education - The law requires that handicapped students be educated to the maximum extent appropriate with students who are not handicapped. The percent of time spent in regular education must be specified in the IEP.

   e. Evaluation criterion - As set forth in the IEP, this is how and when the student's program will be evaluated.

   f. Placement and placement options, including reason for selected placement - Where the student's educational needs will be met.

   g. Persons involved in implementation of IEP - Teacher, parents, and any related services personnel needed to implement the program are named.

3. What is a case conference committee?

   The case conference committee is responsible for making all decisions necessary for developing and implementing an appropriate IEP. This team must include the student's teacher(s), parents, school psychologist (if appropriate), and a school administrator. Other specialists may attend, if necessary. The parent may request other individuals to attend with them. The meeting is held within 40 school days of the initial referral. The case conference committee must determine if the student is eligible for special education services, plan and write the IEP, and recommend placement in the least restrictive environment to meet student's needs.

4. What is meant by the Least Restrictive Environment?
   Display Overhead #4 while presenting.

   Placement alternatives are mandated by the principle of "least restrictive environment" (LRE). The LRE requires that students with special needs participate in as much of the regular education program as is appropriate to their education needs. In other words, the student should not be isolated from non-handicapped peers any more than is necessary. This interaction can enhance the self-esteem, confidence, and social skills of students with special needs and promote understanding and acceptance by non-handicapped students.

   The basic assumption of a continuum of services for any type of handicapped student is to allow students to progress toward the point where the student can reach maximum potential. The student should be able to move through the continuum of services as their need for support and restrictiveness changes. As essential ingredient is the opportunity for the student to move without significant barriers. Placement in the continuum is also influenced by the availability of different types of services.

5. What does an IEP look like?
   Distribute Handouts #3 and #4 and display Overhead #5.

   This sample is offered for your reference. Compare it to the style used in your school.

G. Present: What is a curriculum for an emotionally handicapped student?

A curriculum provides a structure for the implementation of the IEP. It offers a framework from which learning activities can be derived and integrated. An effective curriculum for students with emotional handicaps has three basic components which influence the focus of instruction. They are academic skills, affective education, and behavioral management. These three areas are integrated through the student's goals and objectives, learning activities, behavioral management techniques, environmental management, and the development of special support services. The curriculum for students with emotional handicaps focuses upon the student's emotional and behavioral problems and fosters the integration of interventions to meet the student's needs.

Components of the curriculum include:
   Display Overhead #6.

1. Affective education - Emotionally handicapped students are deficient in social and interpersonal skills necessary for developing positive relationships in school, home, and the community. These students experience failure in social settings because of a failure to learn and apply appropriate social skills.

   The systematic teaching of social skills is crucial in curriculum for the emotionally handicapped. Instruction should be direct, systematic, and reality based. Goals and objectives in social skills are a vital part of the IEP.

Display Overheads #6 and #7 for example.
In general, the social skills curriculum teaches students to:

a. Initiate interaction or activity (e.g., greeting offering assistance).
b. Maintain an interaction or activity (e.g., listening, conversing).
c. Follow rules and regulations (e.g., listening to teacher, accepting consequences).
d. Reinforce others/display affection (e.g., smiling, giving compliments).
e. Give feedback to others (e.g., telling what you don't like).
f. Attend to social cues/social expectation (e.g., good grooming, eye contact).
g. Provide information (e.g., answering questions, expressing feeling).
h. Indicate preferences (e.g., dealing with choices, negotiating).
i. Cope with negative situations (e.g., seeking help, dealing with fearful situation).
j. Deal with anger (e.g., receiving accusations, apologizing).
k. Terminate an interaction or activity (e.g., leaving when an activity is completed, leaving when a situation is negative).
l. Problem solve (e.g., gathering information, accepting abilities and limitations).

2. Academic instruction - Teachers use a variety of recommended academic instructional activities, techniques, and materials to meet the individual needs of their students. Developing competency in basic and required skills is the major goal.

3. Self-esteem - Improving low self-esteem in the emotionally handicapped student is of great importance. Some ways to achieve this might be:

   a. Make student feel good about self.
      -"Joey, you look great today! I like your new shoes."
      -"Angel, your hair looks nice today! Did you get a new haircut?"

   b. Reinforce achievements in academics.
      -"Derrick, that's the neatest spelling paper you've had all year!"

   c. Reinforce achievement in behavior.
      -"Gregory, you've been sitting in your seat quietly for 15 minutes. . .I'm so proud of you! Would you like to come to my desk and talk with me a minute?"
      -"Dan, you walked all the way down the hallway in our line! Here's a sticker."

   d. Reinforce achievement in social skills.
      -"Tywon, you did a great job cutting up your spaghetti before you ate it. You get your neater eater award!"

4. Emotional adjustment - Enhancing emotional adjustment comes when the student has made significant strides in the three previous areas, enabling him to assume more responsibility for himself and his actions. For example, ways of supporting the student include:

a. Allow student to deliver message across the hall.
b. Allow student to take materials to a room farther down the hall.
c. Allow student to return teacher's lunch tray to the cafeteria.
d. Allow student to participate in another classroom's activity.

5. Behavior management - This is a system which is a behavior change broken into the essential components of: consistency, structure, and ethics. These components are necessary to make the behavior management curriculum work for the student.

   Distribute Handout #5 and discuss each component.

6. A comprehensive curriculum for vocational/career education is necessary for students who are emotionally handicapped. Emotionally handicapped students are rarely successful in attempts to interact in the community. These students lack the appropriate personal adjustment and social skills for involvement and success in the community. Vocational education, through increasing competence, can assist the student in becoming more successful adults. Career education integrates traditional content areas with occupational areas. Emphasis is placed on academic behavior, personal, social, and daily living skills. The ultimate goal of a student is to achieve maximum independence and self-sufficiency. Services may range from helping a student integrate into a highly structured sheltered situation to how to pursue post secondary training. It demands that parents, community agencies, businesses, and schools work together. (Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986)

H. Summary

Programming for students with emotional handicaps is an integrative activity. All those involved in planning, implementing, and evaluating the IEP are part of a team. The team's major mission is to provide an atmosphere of support necessary to foster success and growth of students with emotional and behavioral problems.

I. Distribute Take Home Review.

PRETEST

T F 1. All students with emotional handicaps are aggressive.

T F 2. Consistency is important for providing a starting point for a secure and successful environment.

T F 3. A parent is a part of the multidisciplinary team.

T F 4. When determining the goal of the curriculum, social and interpersonal skills must not be included.

T F 5. Transportation is a related service.

T F 6. IEPs are the same statewide.

T F 7. IEP stands for Individualized Educational Process.

T F 8. Teachers must keep in mind that all students, regardless of their behaviors, are human beings who deserve to be treated with respect.

T F 9. Planning is an essential part of a structured environment.

T F 10. An IEP is not required by public law.

OVERHEAD #1

DEFINITION

A seriously emotionally handicapped child is a child with a severe condition exhibited over a long period of time and to a marked degree, which adversely affects educational performance and is characterized by one or more of the following: a) an inability to learn which cannot be explained by intellectual, sensory, or health factors (including children who are autistic); b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c) an inappropriate type(s) of behavior or feeling under normal circumstances (does not include children who are only socially maladjusted); d) a general pervasive mood of unhappiness or depression; e) a tendency to develop physical symptoms or fears associated with personal or school problems.

Indiana Rule S-1
P.L. 94-142

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HANDOUT #1

DEFINITION

A seriously emotionally handicapped child is a child with a severe condition exhibited over a long period of time and to a marked degree, which adversely affects educational performance and is characterized by one or more of the following: a) an inability to learn which cannot be explained by intellectual, sensory, or health factors (including children who are autistic); b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; c) an inappropriate type(s) of behavior or feeling under normal circumstances (does not include children who are only socially maladjusted); d) a general pervasive mood of unhappiness or depression; e) a tendency to develop physical symptoms or fears associated with personal or school problems.

Indiana Rule S-1
P.L. 94-142

HANDOUT #2

ELIGIBILITY

In general, an emotionally handicapped student has problems involving lack of awareness and/or understanding of self and environment of such duration, frequency, or intensity as to result in an inability to control behavior or express feelings appropriately, thereby significantly impairing performance in the classroom and in school-related activities. The general characteristics include one or more of the following:

(a) an inability to learn which cannot be explained by intellectual, sensory, or health factors (including children who are autistic).

Significant deficits in the level of functioning may be the most pronounced characteristic of emotionally handicapped children in school. This significant deficit in the learning process may be manifested as impairments in classroom performance and school learning experience as well as failure to master skill subjects. The difference between a child's performance and level of expectancy becomes more significant as a student advances through his school career. This discrepancy may appear to be insignificant in a child's early school years, therefore, making it more difficult to identify a young student based on the inefficiency in functioning level.

Following are some descriptors that may be related to this characteristic:

1. Basic skills - reading/mathematics/language:
   - academic regression
   - decline in grades
   - change in skill acquisition
   - change in skill application

2. Short attention span, unable to concentrate:
   - shows erratic, flighty behavior
   - easily distracted
   - lacks perseverance
   - daydreams, gets lost in his/her thoughts
   - does not complete assignments, fails to finish things he/she starts

3. Unable to retain:
   - poor memory
   - forgets easily

4. Does not complete tasks, careless and disorganized:
   - disorderly
   - unable to sequence
   - loses or misplaces materials

5. Does not follow academic directions:
   - inattentive
   - omits all or parts of things
   - makes many errors

6. Lacks comprehension of assignments:
   - tasks at skill level incorrectly completed
   - displays anxiety
   - many wrong or poor responses
   - assignments late or not handed in

7. Seeks excessive attention:
    - makes weird noises
    - acts like class clown, shows off
    - seeks excessive praise
    - disrupts others
    - silliness, childishness
    - excessive pouting
    - quarrelsome, argumentative
    - plans and carries out hostile acts
    - bragging, boastful
    - excessive swearing

(b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

The term "satisfactory interpersonal relationships" refers to the ability to establish and maintain close friendships; the ability to work and play cooperatively with others; the ability to demonstrate sympathy, warmth, and sharing with others; the ability to be assertively constructive; and the ability to make appropriate choices for social interaction. In most instances, children who have difficulty building or maintaining satisfactory interpersonal relationships are readily identified by both peers and teachers.

Following are some descriptors that may be related to this characteristic:

1. Difficulty understanding and accepting the point of view of another person and then responding appropriately:
    - feels persecuted and acts as if others are out to get him/her
    - repeatedly annoys others, insensitive to the social cues given
    - lacks empathy, insensitive to the feelings of others
    - teases others in a hurtful manner
    - tactless or rude in social interaction
    - cruel or mean to others, a bully
    - does not feel guilt or remorse when such a reaction is appropriate
    - does not show concern for welfare of friends or companions
    - unrealistically fearful or untrusting of others
    - egocentric
    - inability to predict the consequences of his/her actions
    - poor problem solver, cannot develop alternative solutions to social conflicts

2. Failure to establish a normal degree of affection or bond with others:
    - difficulty maintaining friendships longer than six months
    - blames or informs on companions
    - does not extend self for others unless immediate advantage is likely
    - isolated, complains of loneliness
    - prefers playing with younger children
    - not liked by age mates
    - lies to companions, cheats at games
    - reluctant to participate in activities with peers
    - jealous of others
    - excessively possessive of the friendship of others
    - substitutes adult company for peer relationships
    - elective mutism, continuous refusal to talk in almost all social situations, including school (not due to inability to speak or comprehend language or to mental or physical disorder)

3. Difficulty dealing with authority figures:
   - resents constructive criticism or advice
   - highly confrontive with those in authority
   - insists on having own way
   - resists rules, structure
   - unreasonable, rigid, unwilling to compromise
   - absences or tardiness due to disciplinary actions

(c) an inappropriate type(s) of behavior or feeling under normal circumstances (does not include children who are only socially maladjusted).

Behavior is seen as inappropriate when disturbed internal states lead to socially aberrant or self-defeating behavior; that is, behavior which is clearly discordant with that which would normally be expected.

Following are some descriptors that may be related to this characteristic:

1. Obsessive - compulsive behavior:
   - ritualistic, stereotyped actions directed toward meticulous detail
   - constantly erases or recopies
   - excessively strives for perfection
   - cannot accept change of activities out of sequence
   - perseveration, persistently repeats certain acts over and over
   - stores up things he/she does not need
   - overly concerned with neatness or cleanliness

2. Distorted perception of reality:
   - magical thinking, believes in ability to influence an event defying laws of cause and effect
   - excessive fantasizing, imagined thoughts to gratify wishes
   - hallucinating, sees things that are not there
   - disorientation, confusing regarding time, place, identity
   - loose associations, in conversation jumps from one topic to another with no apparent connection
   - misinterprets situations, illogical thinking with erroneous conclusion reached
   - delusions - false belief in spite of contradictory evidence (not including simple denial of guilt)

3. Problems with sexual issues:
   - sexual behavior which is developmentally inappropriate
   - sexual preoccupation
   - provocative behavior
   - conflicts with sexual identity
   - exhibitionism
   - public masturbation

4. Chronic violation of age appropriate and reasonable home or school rules:
   - destroys property, either his/her own or others
   - blatantly defiant of classroom and school routine
   - sets fires
   - cruelty to animals
   - persistent lying
   - impulsively steals objects that are not for immediate use or other intrinsic value

5. Violent anger reactions, temper tantrums:
   - anger is disproportionate to the situation
   - explosive, uncontrolled anger
   - unanticipated violence or destruction of property, throws objects
   - easily provoked
   - unplanned physical harm of others

6. Regressive behaviors:
   - thumb sucking
   - wetting self during the day
   - playing with or smearing feces
   - markedly increased attachment to parent figure
   - infantile speech or mannerism

(d) a general pervasive mood of unhappiness or depression.

Children who are unhappy or depressed may exhibit a loss of interest or pleasure in all or most all usual activities and pastimes. These behaviors may be expressed verbally or nonverbally, as in frequently sad facial expression, changed peer relations, social isolation, reduced academic achievement, hyperactivity, or restless agitated behavior.

Feelings of worthlessness are common and may range from feelings of inadequacy to complete self-rejection and may be manifested in self-aggressive/self-abusive behavior.

Following are some descriptors that may be related to this characteristic:

1. Depressed mood or marked loss of pleasure in all, or almost all usual activities and pastimes:
   - insomnia or hypersomnia
   - low energy level or chronic tiredness
   - feelings of inadequacy, loss of self-esteem or self-depreciation
   - decreased effectiveness or productivity at school
   - decreased attention, concentration or ability to think clearly
   - social withdrawal, isolates self
   - loss of interest or enjoyment of pleasurable activities
   - irritability or excessive anger
   - inability to respond with apparent pleasure to praise or rewards
   - general unresponsiveness
   - less active or talkative than usual
   - pessimistic attitude toward the future, brooding about past events or feeling sorry for self
   - excessive tearfulness or crying
   - recurrent thoughts of death or suicide
   - does not eat well, loss of appetite
   - presents a feeling of hopelessness or dejection
   - social withdrawal, apathy, or sadness
   - lacks motivation to complete academic tasks

2. Self-aggressive, physical abuse toward self:
   - deliberately harms self
   - attempts suicide
   - excessive scratching, picking, biting of fingernails
   - takes inordinate risks
   - accident prone, gets hurt a lot
   - excessive weight gain
   - excessive weight loss
   - change in personal habits
   - repeated running away from home overnight

3. Restless, agitated:
   - -nervous, high strung or tense
   - -always in motion
   - -cannot sit still
   - -short attention span
   - -impulsive, acts without thinking
   - -decreased need for sleep
   - -inappropriate laughing
   - -difficulty concentrating
   - -excessive anxiety
   - -extreme mood swings
   - -compulsive talking

(e) a tendency to develop physical symptoms or fears associated with personal or school problems.

A child may exhibit physical symptoms such as excessive fatigue, dizziness, nausea, rashes, or an unexplained loss of or alteration in physical functioning; unrealistic fears, such as harm to parents or occurrence of calamities; or pains, such as headaches or stomachaches. Possible physical etiologies should be ruled out prior to attributing the behavior(s) to a psychogenic cause.

Following are some descriptors that may be related to this characteristic:

1. Excessive anxiety when separated from those to whom child is attached:
   - -unrealistic fear about possible harm befalling major attachment, figures or fears they will leave and not return
   - -persistent reluctance or refusal to go to school in order to stay with major attachment figure(s) at home
   - -persistent reluctance or refusal to go to sleep without being next to major attachment figure or to go to sleep away from home
   - -repeated nightmares involving theme of separation
   - -complaints of physical symptoms on school days, e.g., stomachaches, headaches
   - -difficulty concentrating and attending to work or play when not with a major attachment figure

2. Generalized and persistent anxiety or worry:
   - -unrealistic worry about future events
   - -preoccupation with the appropriateness of the individual's behavior in the past
   - -overconcern about competence in a variety of areas, e.g., academic, athletic, social
   - -excessive need for reassurance about a variety of situations or events
   - -somatic complaints
   - -marked self-consciousness or susceptibility to embarrassment or humiliation
   - -marked feelings of tension or inability to relax
   - -persistent and irrational fear of a specific object, activity, or situation that results in a compelling desire to avoid the phobic stimulus
   - -absence or tardiness due to stress-related illness

3. Self-concept so low as to impair normal functioning:
   - lacks confidence, insecure, afraid to try new things
   - assumes blame inappropriately when things go wrong
   - severe avoidant behavior which interferes with social relationships
   - excessive dependency on adults or others
   - persistent and excessive shrinking from contact with strangers
   - easily frustrated and upset by failure
   - overwhelmed by new tasks and tries to avoid
   - does not complete routine tasks
   - persistent feelings of failure

OVERHEAD #2

AN EDUCATIONAL EVALUATION MUST BE MADE BY A TEAM OF PEOPLE

EVALUATIONS INCLUDE MANY DIFFERENT ACTIVITIES, TESTS, AND PROCEDURES

THE EVALUATION IS CONDUCTED TO FIND:

- the student's strengths
- the student's current performance level
- the student's educational needs

OVERHEAD #3

MANDATORY COMPONENTS OF IEP

1. Current level of performance
2. Annual goals and objectives
3. Related services to be provided
4. Extent the child will participate in regular education
5. Evaluation criterion
6. Projected date for initiation and anticipated duration of services
7. Placement and placement options, including reason for selected placement
8. Persons involved in implementation of IEP
9. Case conference team members

OVERHEAD #4

Figure 1

PROGRAMMING CONTINUUM FOR INDIANA'S BEHAVIORALLY/EMOTIONALLY HANDICAPPED STUDENTS

Least (Severity of Handicap) Most

Level I	Level II	Level III	Level IV	Level V
Regular Class	Regular Class + Specialized	Special Class	Special School	Other Environments
Full Time Regular Class	Part Time Regular Class	All or most instruction separate from Regular Classes	No Regular Classes All Special Education	Emphasis on Treatment and Therapies
Support Personnel	Support Personnel	Support Personnel	Support Personnel	
Not Enrolled in Special Education for Instruction or Therapy				

Least (Treatment Emphasis) Most

Most (Instructional Emphasis) Least

Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, 1986.

H[illegible]OUT #3

INDIVIDUALIZED EDUCATION PROGRAM
FOR

____

Age______ Date of Birth____________ Grade/Level________ Teacher__________________________ School____________________

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A. Academic:

Reading____

Math____

Spelling____

Writing____

Language Arts____

Other____

B. Behavioral:____

C. Perceptual:____

D. Motor:____

E. Communication:____

F. Other:____

II. RECOMMENDED SPECIAL EDUCATION AND RELATED SERVICES

PROJECTED TIMELINES

	Initiation of Services	Anticipated Duration

III. EXTENT OF PARTICIPATION IN REGULAR EDUCATION PROGRAMS

____

____

My signature acknowledges my attendance at the Case Conference Meeting and my participation in the development of the Individualized Education Program as herein described.

______________________________ Signature of Parent

______________________________ Date of Conference

NAME____________________________

ANNUAL GOAL:____

Short-Term Instructional Objectives	Criteria for Evaluation	Initiation Date	Acquisition Date	Review Date

HANDOUT #4

Instructional Area: Academis Readiness

Current Level of Performance: At present, Eric recognizes the upper-case letters B, C, E, H, I, and L. He does not recognize any lower-case letters that assume a different form from the corresponding upper-case letters. He can print his name in the upper case, but is not yet able to print any other letters.

Annual Goal: Eric will recognize and write all the letters of the alphabet in both the upper- and lower-cases.

Short-term Instructional Objectives (including criteria for success	Instructional Methods and Materials	Person Responsible for Implementation	Evaluation Procedures	Date of Review
1. When presented visually with each of the letters of the alphabet (both upper- and lower-case), Eric will state the name of each with 100% accuracy on two separate occasions.	. V.A.K.T. Approach . Sandpaper Letters (J.A. Preston Corp.) . Alphabet Cards (Developmental Learning Materials) . Visual Readiness Skills--Level 1 (Continental Press)	Resource Room Teacher	Informal assessment through presentation of alphabet cards	10/15/86
2. When presented orally with each of the letters of the alphabet, Eric will print all the letters (both upper- and lower-case) with 100% accuracy on three separate occasions.	. [same as above] . Tracing Paper Designs (Developmental Learning Materials)	Resource Room Teacher	Informal assessment through oral presentation of letters	1/15/87

OVERHEAD #5

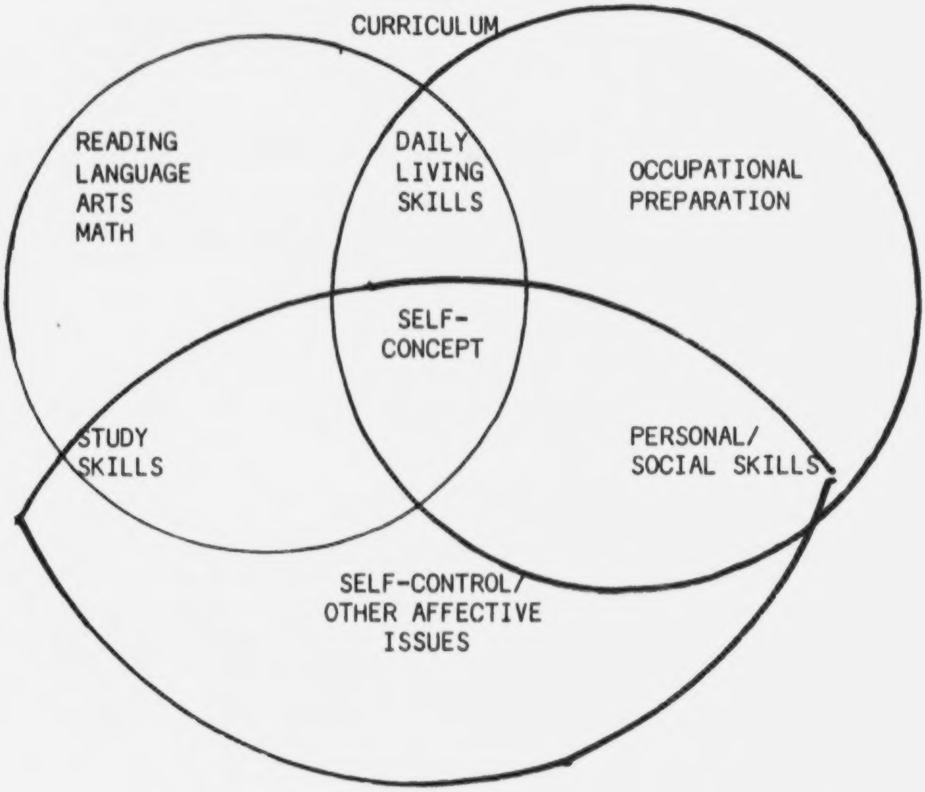
Instructional Area: Academis Readiness

Current Level of Performance: At present, Eric recognizes the upper-case letters B, C, E, H, I, and L. He does not recognize any lower-case letters that assume a different form from the corresponding upper-case letters. He can print his name in the upper case, but is not yet able to print any other letters.

Annual Goal: Eric will recognize and write all the letters of the alphabet in both the upper- and lower-cases.

Short-term Instructional Objectives (including criteria for success	Instructional Methods and Materials	Person Responsible for Implementation	Evaluation Procedures	Date of Review
1. When presented visually with each of the letters of the alphabet (both upper- and lower-case), Eric will state the name of each with 100% accuracy on two separate occasions.	. V.A.K.T. Approach . Sandpaper Letters (J.A. Preston Corp.) . Alphabet Cards (Developmental Learning Materials) . Visual Readiness Skills--Level 1 (Continental Press)	Resource Room Teacher	Informal assessment through presentation of alphabet cards	10/15/86
2. When presented orally with each of the letters of the alphabet, Eric will print all the letters (both upper- and lower-case) with 100% accuracy on three separate occasions.	. [same as above] . Tracing Paper Designs (Developmental Learning Materials)	Resource Room Teacher	Informal assessment through oral presentation of letters	1/15/87

OVERHEAD #6


CURRICULUM
READING
LANGUAGE
ARTS
MATH
DAILY
LIVING
SKILLS
OCCUPATIONAL
PREPARATION
SELF-
CONCEPT
STUDY
SKILLS
PERSONAL/
SOCIAL SKILLS
SELF-CONTROL/
OTHER AFFECTIVE
ISSUES

OVERHEAD #7

SOCIAL SKILLS

GREETING

LISTENING

SMILING

ANSWERING QUESTIONS

EXPRESSING FEELINGS

DEALING WITH CHOICES

SEEKING HELP

APOLOGIZING

HANDOUT #5

1. CONSISTENCY is the ability to apply the same reinforcers each time a given behavior occurs. It requires time, effort, and a great deal of patience. Being consistent has its rewards for the teacher and the students because it eliminates the guess work in decision making. Consistency provides a starting point for a secure and successful environment.

2. STRUCTURE, like consistency, is a necessary part of an effective behavior management program. A well-organized, structured program enables the teacher to more objectively perceive self and others in the classroom. Individuals feel more secure when they know exactly what is expected of them in a given situation. In the classroom, it is necessary for the teacher to provide a structured behavior management program which includes a highly organized, disciplined environment with predetermined expectations and consequences. Planning is an essential part of a structured environment.

3. ETHICAL APPLICATION is the act of preserving the dignity of individuals by implementing techniques that are fair and humane.

TAKE HOME REVIEW

T F 1. All students with emotional handicaps are aggressive.

T F 2. Consistency is important for providing a starting point for a secure and successful environment.

T F 3. A parent is a part of the multidisciplinary team.

T F 4. When determining the goal of the curriculum, social and interpersonal skills must not be included.

T F 5. Transportation is a related service.

T F 6. IEPs are the same statewide.

T F 7. IEP stands for Individualized Educational Process.

T F 8. Teachers must keep in mind that all students, regardless of their behaviors, are human beings who deserve to be treated with respect.

T F 9. Planning is an essential part of a structured environment.

T F 10. An IEP is not required by public law.

11. Why is it important to observe behavior in several settings?__________

____

12. Social skills may include______________________________________

____.

13. Behavior management is important because__________________________

____.

14. What do the initials "LRE" stand for?____________________________

____

15. How will material presented today help you in your job?______________

____

PARAPROFESSIONAL AIDES

MODULE II

Structuring the Learning Environment

MODULE II

Goal: To increase the paraprofessional's knowledge of the physical variables that influence the learning environment.

Time: 1 hour.

Materials Required: Pretest/post-test, Overheads #1-2; Handouts #1-5

Content and Instructional Activities:

A. Administer pretest

B. Present

In order to establish and maintain a positive learning environment, it is essential to examine floor plans, scheduling, rules, and teacher expectations. They are interrelated and impact upon one another.

Teachers and other individual's expectations of students with emotional handicaps have been found to significantly affect student performance. This premise is an example of a self-fulfilling prophecy. It means that if one believes that children will not succeed, then chances are that they will not succeed. Teachers and paraprofessionals who believe and relay to students that positive expectations will achieve successes increase the likelihood that the students will achieve success. A "can do" attitude communicated repeatedly throughout the day promotes positive expectations.

Though teacher and paraprofessionals must hold high expectations, they must be realistic. The program should be developed to see that students receive the help and instruction needed to achieve success (Shea and Bauer, 1987).

C. Activity #1

Read the following script:

"You have been informed by the teacher that a new student has been placed. The student is described to you as being boisterous, verbally aggressive, and noncompliant. You don't have an opportunity to read the IEP before meeting the student. He comes into the room and you are meeting him for the first time. What will you say?"

1. Select a partner.
2. Choose who will play role of the student and who will play role of the paraprofessional.
3. Act out a situation where the paraprofessional has a high expectancy level for the student.
4. Maintain roles and act out a situation where the paraprofessional has low expectancy levels.
5. Reverse roles and repeat the exercise.

Discussion questions:

1. How did you as the student feel when the paraprofessional communicated a high expectancy of you?

2. How did you as the paraprofessional feel communicating high expectancy of the student?

3. How might high expectancy levels effect the self-concept of the student?

4. How did you as the student feel when low expectancy was communicated?

5. How do low expectancy levels affect classroom atmosphere?

D. Present: Classroom Management

1. Rules (Display Overhead #1 as a sample.)

   Rules are statements that regulate conduct by specifying behaviors which will be rewarded and behaviors which will not be rewarded.

   Effective rules have three standards: 1) Definite: Rules are stated in clear, concise terms that leave no room for interpretation. Students must know immediately if the rule has been broken. 2) Reasonable: Rules are attainable; students have the ability to comply. If the rules are not reasonable, students become frustrated in trying to comply and paraprofessionals become frustrated in trying to enforce them. 3) Enforceable: The behaviors are explicitly defined and the behaviors are observable. It is important that the paraprofessional is in a position to observe and enforce rules without depending on a witness (Coleman, 1986).

2. Scheduling (Display Overheads #2 and #3 as samples.)

   Scheduling is a crucial part of developing a supportive learning atmosphere. Systematic planning is needed for the student to accomplish goals. When paraprofessionals utilize a schedule, it reduces the amount of stress felt by the students because they know what to expect. Often individual students will have individual schedules. It is important that they are also posted so that teacher and paraprofessional are aware of the students' needs and movement.

3. Classroom Setting (Distribute Handouts #1-4.)

   Classroom Setting for students with emotional handicaps vary with each individual teacher's organizational style and available space and materials. However, the importance of organization and structure of the physical arrangement of the learning environment has been well documented.

   Floor plans facilitate movement and can alleviate behavior problems. Several effective sample floor plans are presented. Remember, what works for some teachers will not work for others. Variables to consider in designing floor plans include:

a. Lighting. Though one variable over which you have little control, lighting can have an impact on your students' behaviors and their ability to complete their work. Work areas should have adequate light for the tasks involved. Teachers should be aware of the effects of lighting on students (buzzing and blinking fluorescent lights are distracting).

b. Noise level of teacher and students. Consider high traffic areas, windows, banging radiators, group work areas, and distracting machines.

c. Movement patterns. Passage of students and teacher should be as unobtrusive as possible. Groups should be able to get where they need to be without disturbing others.

d. Quiet areas. Quiet areas are seldom found in the home environment of many emotionally handicapped students and may be appreciated. Alternative furniture (e.g., bean bag chairs, cots, pillows, rocking chair) may be necessary in this area.

e. Private areas or "turf." Teachers, aids, and students all need a spot for personal belongings and materials.

f. Lines of vision. Teacher-student, student-blackboard, teacher-door, and student-teacher lines of vision must be considered.

g. Decorations. These should be age appropriate, seasonal, and serve a purpose.

h. "Givens" (those things with which you have to live). Adaptation rather than manipulation may be necessary. Windows require planning (distractible students may not accomplish a great deal if seated near a window). The size of the room may hinder the ability to plan the classroom you would like. You may not have the blackboards, electrical outlets, storage, or furniture you need or desire. The room may not be located in the most desirable part of the building. Creativity and flexibility are essential.

i. Emergency buttons. Some communication system outside of your room can be a great deal of help in managing more severe behavior problems or crisis.

At this time, consider what you already know about the class. Use age-level and behaviors to decide on a floor plan that will best meet your needs. The examples shown are gleaned from experience, research, and several years of survival as teachers of emotionally handicapped students. These are, however, only suggestions.

4. Teacher and paraprofessional variables

One of the primary concerns to take into consideration when organizing good classroom management systems is the teacher's personality and style. Being an effective teacher of student's with emotional handicaps is not an easy task. Because teachers are only human, they all have strengths and weaknesses. An effective teacher of students with emotional handicaps has the ability to capitalize on personal strengths and recognize and change the weaknesses that cause interference with professional performance. Effective teachers of students with emotional handicaps possess certain qualities. The following list contains some of these characteristics. It is not all inclusive. They are presented only as a tool to assist us in being objective about ourselves.

An effective teacher and paraprofessional of students with emotional handicaps:

a. has a sincere desire to meet the needs of each child.
b. has a positive attitude.
c. is objective about self and others.
d. has a good sense of humor.
e. is flexible and change plans when necessary.
f. is well-organized.
g. is a good listener.
h. demonstrates good listening skills.
i. learns from mistakes.
j. remains calm and rational during stressful situations.

E. Activity #2

Distribute Handout #5. Directions: Find a partner. Pretend that it's the beginning of the school year. You have been assigned to Room #5. Upon entering Room #5, this is what you see. Redesign it; considering what we have talked about.

F. Administer post-test.

Pretest/Post-test

T 1. It is important to be aware of the effects of lighting on student's behavior.

T 2. Groups should be able to get where they need to be without disturbing others.

F 3. Quiet areas are often found in the home environments of many students with emotional handicaps.

F 4. Alternative furniture (bean bags, pillows) is never found in quiet areas.

F 5. Only teachers need a spot for personal belongings and materials.

T 6. Decorations should be age appropriate, seasonal, and serve a purpose.

F 7. The size of your classroom should not hinder your ability to plan the classroom you would like.

T 8. It is important to have rules that are reasonable.

F 9. It is not important that rules are enforceable.

F 10. Consistency is not important to effective scheduling.

T 11. An example of a high teacher expectation statement would be, "I have been looking forward to meeting you" and "It will be a pleasure to have you in class."

OVERHEAD #1

Classroom Rules:

1. Do your work.
2. Keep hands, feet, and objects to self.
3. Stay in assigned area.
4. Speak appropriately.
5. Take care of equipment.

OVERHEAD #2

SAMPLE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Restroom, attendance, etc.	--	--	--	--
8:15-9:00	Spelling/ Handwriting	--	--	--	--
9:00-10:00	Reading	--	--	--	--
10:00-10:30	Morning Math	--	--	--	--
10:30-11:00	Language	--	--	--	Compositions
11:00-11:10	Restroom	--	--	--	--
11:10-11:45	Lunch/Recess	--	--	--	11:10-12:00 Recess Free
11:50-12:15	Exercise Social Skill	12:05 - Exercise/ Social Skills	--	--	12:00-12:30 Story Time/ Library
12:05-1:00	Math	12:20-1:00 Math	--	--	--
1:05-1:30	Social Skills			--	1:00-2:00 Special Activity
1:30-2:00	Teacher Choice	1:30-2:00 Gym	Art	Gym	Special Activity
2:00-2:15	Check out story; prepare to leave	--	--	--	--

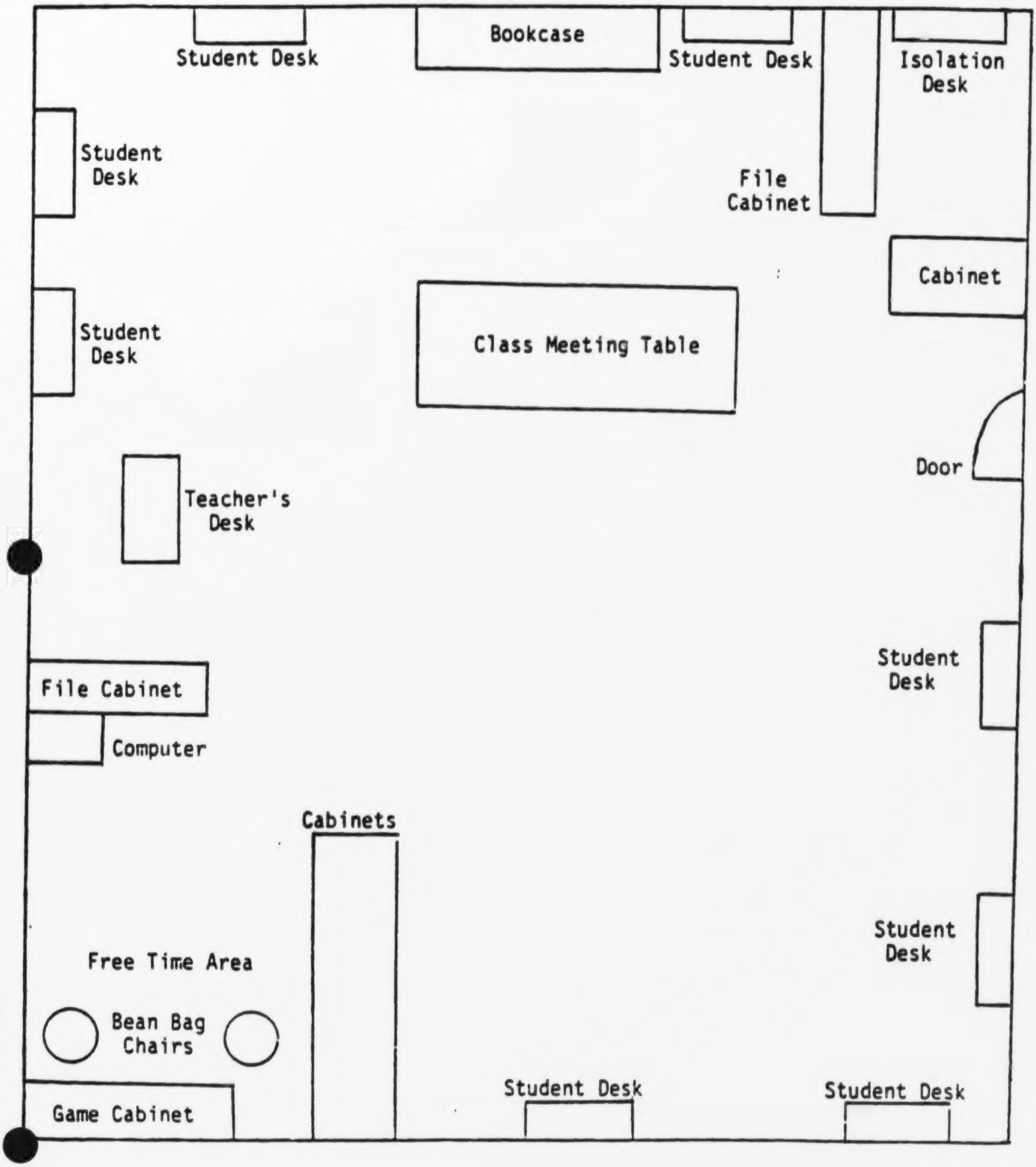
NOTE: -- means to repeat activity done the day before for this period of time.

OVERHEAD #3

SECONDARY CLASS SCHEDULE

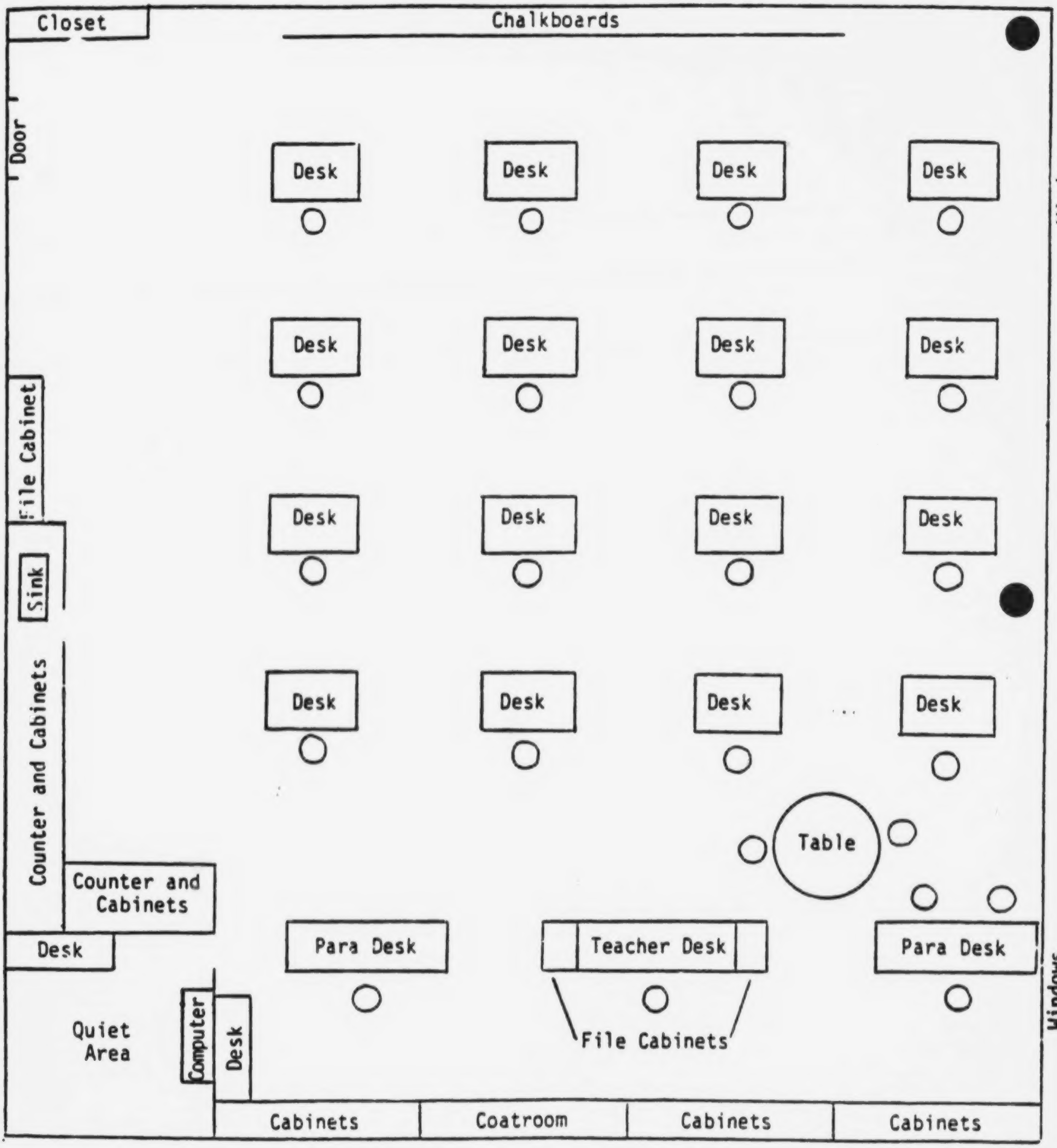
First Hour: 7:15 - 7:50 - Reading
Second Hour: 7:55 - 8:35 - Language Arts
Third Hour: 8:40 - 9:20 - Social Studies/Social Skills
Fourth Hour: 9:25 - 10:25 - Math
Fifth Hour: 10:30 - 11:25 - Science
11:25 - 11:55 - Lunch
12:00 - 12:20 - Restroom
Sixth Hour: 12:25 - 1:25 - Health
Seventh Hour: 1:30 - 2:30 - Social Skills

Handout M
Self-Contained Classroom for Severely Involved Students


Student Desk
Bookcase
Student Desk
Isolation Desk
Student Desk
File Cabinet
Student Desk
Cabinet
Class Meeting Table
Door
Teacher's Desk
Student Desk
File Cabinet
Computer
Cabinets
Free Time Area
Student Desk
Bean Bag Chairs
Student Desk
Student Desk
Game Cabinet

Handout #2

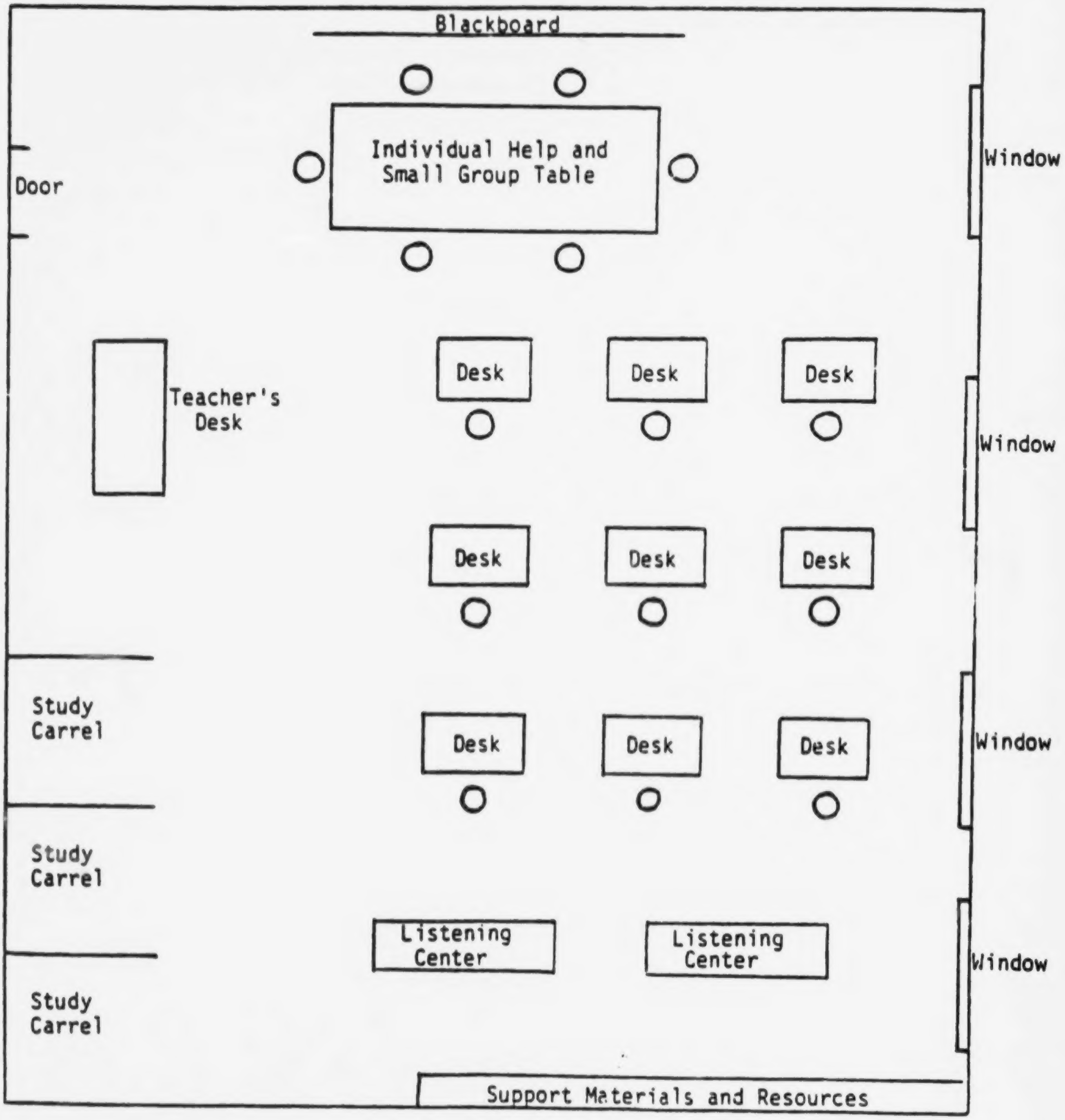
Traditional Setting
Little Movement



Closet
Chalkboards
Door
Windows
Desk
File Cabinet
Sink
Counter and Cabinets
Counter and Cabinets
Table
Desk
Para Desk
Teacher Desk
Para Desk
Quiet Area
Computer
Desk
File Cabinets
Windows
Cabinets
Coatroom
Cabinets
Cabinets

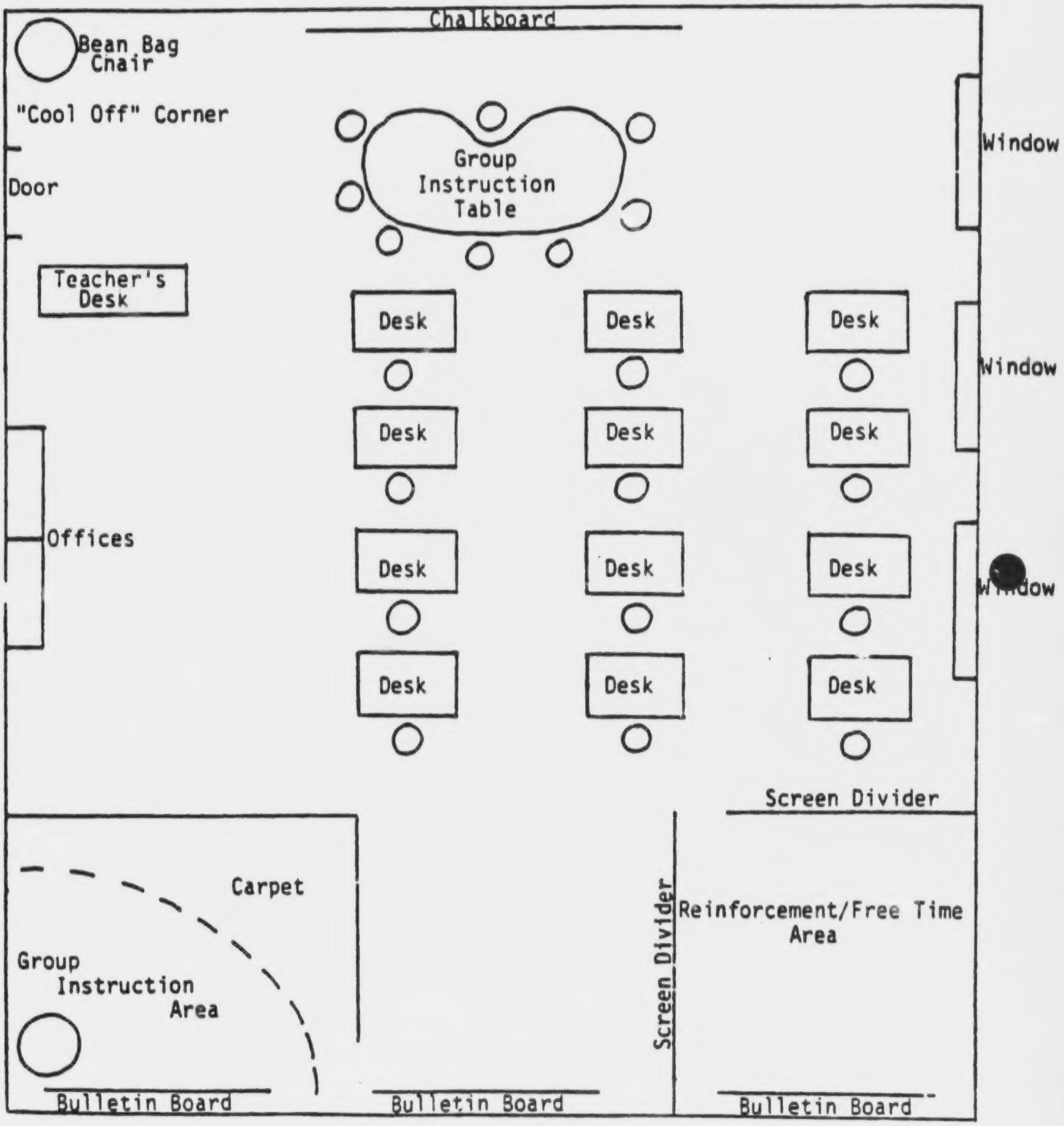
Handout #3

Secondary Resource Room

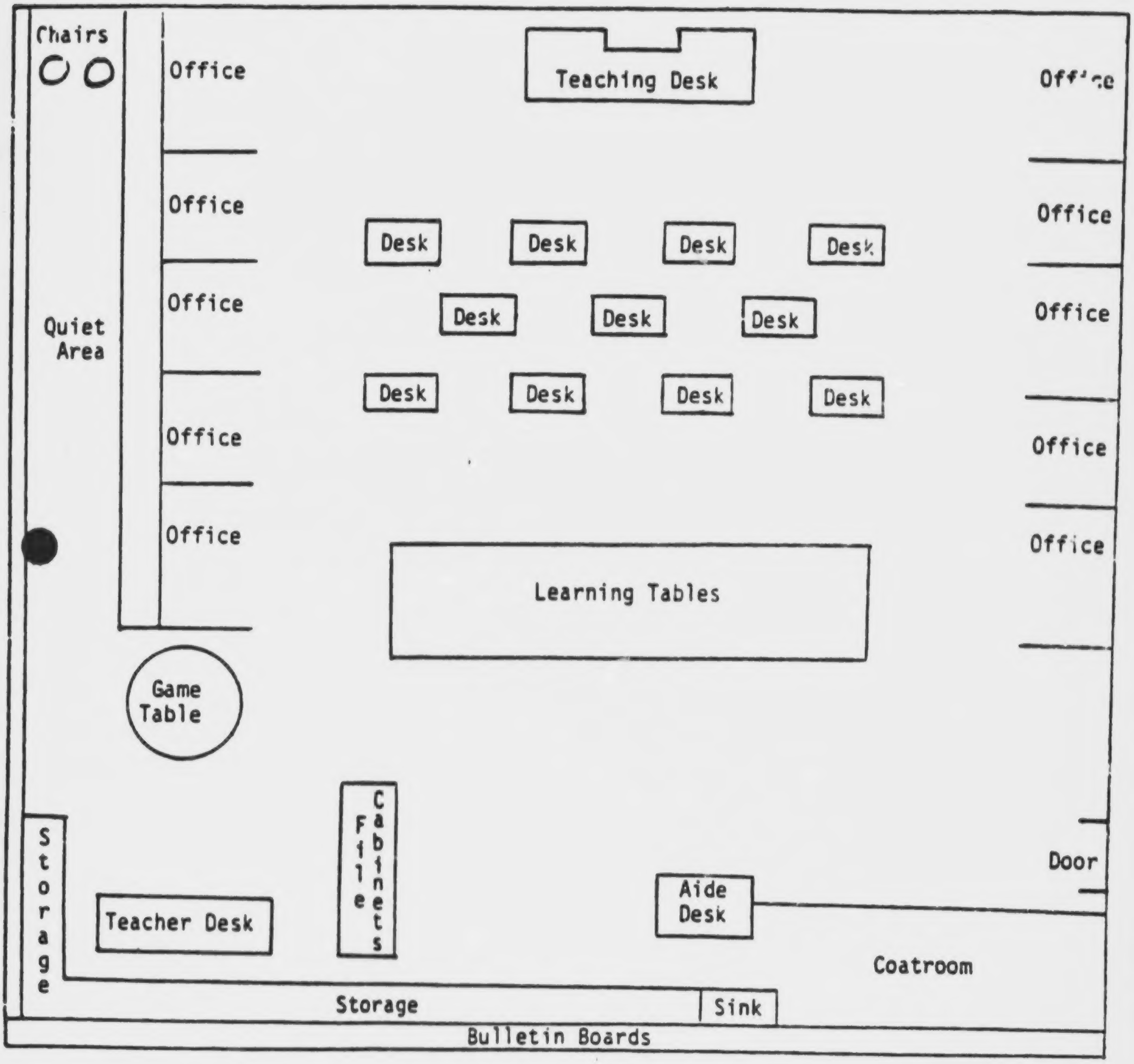

Blackboard
Individual Help and Small Group Table
Door
Window
Teacher's Desk
Desk
Desk
Desk
Window
Desk
Desk
Desk
Study Carrel
Desk
Desk
Desk
Window
Study Carrel
Listening Center
Listening Center
Window
Study Carrel
Support Materials and Resources

Handout #4

Primary Self-Contained Classroom


Chalkboard
Bean Bag Chair
"Cool Off" Corner
Door
Group Instruction Table
Window
Teacher's Desk
Desk
Window
Offices
Window
Screen Divider
Carpet
Group Instruction Area
Screen Divider
Reinforcement/Free Time Area
Bulletin Board
Bulletin Board
Bulletin Board

Handout #5


Chairs
Office
Teaching Desk
Office
Office
Office
Desk
Desk
Desk
Desk
Office
Office
Desk
Desk
Desk
Quiet Area
Desk
Desk
Desk
Desk
Office
Office
Office
Learning Tables
Office
Game Table
File Cabinets
Storage
Door
Teacher Desk
Aide Desk
Coatroom
Storage
Sink
Bulletin Boards

PARAPROFESSIONAL AIDES

MODULE III

Effective Behavior Management

MODULE III

Goal: To increase the paraprofessional's ability to assist in the application of the principles of behavior management as they apply to implementing the student's IEP.

Time: 1 hour

Materials Required: Pretest/Post-test, Handout #1

Content and Instructional Activities:

A. Administer pretest

B. Present

1. DEFINITION: BEHAVIOR MANAGEMENT is a system by which the teacher implements various techniques with the assistance of the paraprofessional to encourage a positive, appropriate classroom environment. It is often used to prevent behaviors from becoming escalating, as well as for supporting behavioral changes. It differs from behavior modification which is a term used to discuss techniques based in behavioral theory. Behavior modification is a specific technique used to change a targeted behavior.

2. APPLICATION OF BASIC PRINCIPLES OF BEHAVIOR MANAGEMENT

Four essential components of an effective behavior management program: consistency, structure, objectivity, and ethics.

It is imperative that these four components are viewed and implemented together. If they are used in isolation, the classroom will not offer an environment designed to foster success.

a. CONSISTENCY - The ability to apply the same reinforcers each time a given behavior occurs.

Example 1: Classroom rule states: Raise hand before speaking. Predetermined consequence: 5 minutes off of the next free time period for noncompliance.

Situation A: Good day. Everyone is cooperating in the classroom. Joe speaks out without raising his hand. The paraprofessional feels good about efforts made by Joe up to this point. Based on these positive feelings, the paraprofessional does not administer a consequence.

Situation B: Bad day. Everyone is arguing with each other. The paraprofessional has a headache. Chaos presides. Joe speaks without raising his hand. The paraprofessional immediately administers consequence.

Ask the Questions: Where does the inconsistency appear? How will this effect classroom management?

Example 2: The class schedule calls for class meeting at end of everyday to evaluate student progress.

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Situation A: All students have had a successful day. Everyone has been pleasant and cooperative. One student suggests free time instead of a class meeting as reward for appropriate behavior. The paraprofessional agrees and free time takes the place of class meeting.

Situation B: All students have had a successful day. Everyone has been pleasant and cooperative. One student suggests free time instead of class meeting as reward for appropriate behavior. The paraprofessional insists that the class stick to the regular schedule.

Ask the Questions: Where does the inconsistency appear? How will this effect class management?

CONSISTENCY requires time, effort, and a great deal of patience. But being consistent has its rewards for the teacher, paraprofessional, and the students. It eliminates the guess work in decision making. Consistency provides a starting point for a secure and successful environment.

b. STRUCTURE - All of us feel more secure when we know exactly what is expected of us in a given situation. In the classroom, it is necessary for the teacher and paraprofessional to provide a structured behavior management program which includes a highly organized, disciplined environment with predetermined expectations and consequences. Planning is an essential part of creating a structured environment.

Example 1: A student is physically aggressive. The situation escalates to the point that student picks up a chair and throws it at someone.

Situation A: The paraprofessional singlehandedly attempts to restrain the student who has become violent. The paraprofessional is not capable of doing this alone. The student proceeds to throw the chair at another student, and the paraprofessional is knocked down during the struggle.

Situation B: Based on a predetermined crisis intervention plan, the teacher tells the paraprofessional to go for assistance. The teacher instructs other students to evacuate classroom. Support staff arrives. The student is physically restrained in a professional, non-violent manner. Both students and staff have escaped injury.

Ask the Questions: Why is it essential to plan ahead and structure classroom procedures? How did the choice of procedures used in these situations effect the atmosphere in the classroom?

Example 2: Class rules posted on wall. No student is allowed out of seat without permission.

Situation A: Joe breaks his pencil and needs to sharpen it. He leaves his seat without permission. The paraprofessional tells Joe to go to hall, and she will take care of the problem. After about 15 minutes, the paraprofessional goes to Joe to inform him that he will receive a mark on his behavior chart. Joe is seen disrupting the class across the hall.

Situation B: Joe his breaks pencil and needs to sharpen it. He leaves his seat without permission. The paraprofessional goes to Joe's desk and marks his behavior chart immediately after the rule is broken. Joe goes back to desk and resumes work.

Ask the Questions: Why is it essential to plan ahead and structure classroom procedures? How did the choice of procedures used in these situations effect the atmosphere in the classroom?

STRUCTURE, like consistency, is a necessary part of an effective behavior management program. A well organized, structured program enables the paraprofessional to more objectively perceive themselves and others in the classroom.

c. OBJECTIVITY: The paraprofessional's ability to perceive self and others in a fair and accurate manner.

Example 1: Derek consistently misbehaves on the bus. He is often out of his seat, throwing things and causing general mischief. When leaving school, an obscene gesture is given to a paraprofessional. The paraprofessional reports the incident to the bus driver the next morning.

Situation A: The bus driver immediately begins to yell at Derek accusing him of the violation. He is written up with a bus warning and suspended for a day.

Situation B: The bus driver asks the paraprofessional if he can identify the student who caused the problem. The paraprofessional pointed to the window where the gesture occurred. It would have been impossible for Derek to have caused the problem because he sits behind the driver.

Ask the Questions: How has the assumption and lack of objectivity effected the student? Why is it important to stay objective?

Example 2: There are many diversified personalities in a classroom. The management program sshould be structured and the paraprofessional consistent in maintaining behavior management. A child's behavior in class may be unpredictable from day to day. Some days the child can be very cooperative and be maintained using the classroom procedures; other days the child's emotional temperament cannot be controlled with standard techniques.

Situation A: The paraprofessional maintains class as stated. The student has not been cooperative and when corrected her behavior deteriorates. As the situation continues to deteriorate the paraprofessional proceeds with the predetermined procedure. The student becomes even more explosive and has to be timed-out.

Situation B: The paraprofessional maintains class as stated. The student has not been cooperative and when corrected her behavior deteriorates. The paraprofessional, perceiving this, adjusts her expectations of the student's behavior and diffuses an explosive situation.

Ask the Questions: How has the assumption and lack of objectivity effected the student? Why is it important to stay objective?

If a paraprofessional can objectively look at themselves and others, ethical applications can most likely occur.

d. ETHICAL APPLICATION: The act of preserving the dignity of individuals by implementing techniques that are fair and humane.

Paraprofessionals must keep in mind that all students, regardless of their behaviors are human beings who deserve to be treated with respect.

Example 1: Classroom rules state: Restrooms breaks will be taken during free time. Student asks to be excused to use the restroom at a time not designated as break time. The request is not allowed, and the student wets their pants.

Situation A: The paraprofessional humiliates a student in front of other students. The student begins to cry. The paraprofessional responds negatively to the student's reaction to criticism.

Situation B: The paraprofessional quietly escorts a student to the restroom and assists with changing clothes. The paraprofessional apologizes to student for refusing to be flexible.

Ask the Questions: Did the paraprofessional's actions preserve the student's dignity? How did the actions influence the student's self-concept?

Example 2: Classroom rules state: Stay in assigned area. A hyperactive student's parents send him to school without medicine. The student has difficulty staying seated at his desk to complete assignments. He constantly fidgets, falls out of his seat, and frequently changes positions and locations.

Situation A: The paraprofessional becomes annoyed when Johnny gets out of his seat and knocks over his chair. He has not earned points for staying in assigned area. The behavior continues. The paraprofessional screams at the student and says because he refuses to stay seated, he must stand at the desk for the remainder of the day. He is not allowed to sit down for any reason.

Situation B: Johnny gets up from his seat and knocks over his chair. Because the paraprofessional is aware of Johnny's hyperactivity, she allows breaks from his routine to enable him to move around. She asks him to accompany her on errands.

Ask the Questions: Did the paraprofessional's actions preserve the student's dignity? How did paraprofessional's actions influence self-concept?

C. Present

The basic principles of behavior management are the foundations for operating a positive learning environment. However, there are several techniques that are of special value when working with students who are emotionally handicapped. These techniques become the tools for reinforcing behaviors in the classroom. They are easy to learn, and often, the reinforcement for learning and internalizing them is immediate.

Distribute handout #1. It summarizes the following techniques. Discuss definitions and examples. Ask participants for examples of techniques if more clarification is needed.

1. Positive Reinforcement -- a reward (verbal, social, token, etc.) given following a specific behavior to increase the chance of that behavior occurring again.

   EXAMPLE: 1) Joe stayed in his seat for the predetermined time and was rewarded with free time.

   EXAMPLE: 2) Sara completed all her math problems correctly and was told by paraprofessional what a nice job she had done.

2. Contingency Contracting -- a verbal or written agreement developed between the paraprofessional and student that states a desired goal (academic or behavioral), when that goal should be met, and the reinforcer that will be given to the student after reaching that goal.

   EXAMPLE: 1) Bill and the paraprofessional write a contract stating that Bill will use appropriate language in class for the entire day. All sign and date the contract. If Bill does this he will receive a sticker to take home.

   EXAMPLE: 2) Susie refuses to do any spelling. The paraprofessional draws up contract with Susie stating that Susie will complete half her spelling work by 9:00 A.M. at which time she may run an errand for the teacher. A second contract was drawn for her to complete her assignment within 20 minutes after returning from her break. If she completes the assignment within the given time she will earn 10 minutes of free time.

3. Token economy -- A system which involves token (chips, play money, etc.) earned by student for desired behavior which is "cashed in" for a predetermined reward.

   EXAMPLE: 1) One chip is given for staying on task for 15 minutes. When five chips are earned, the student may buy ten minutes of free time.

   EXAMPLE: 2) Classroom policy is that one quarter (play money) is given for each assignment completed. A small store is set up where the children can purchase various school supplies. The prices are determined by teacher. Like a store, the better the item, the more money needed.

4. Reinforcement of incompatible alternatives -- By rewarding an appropriate behavior that is not compatible with the inappropriate one.

EXAMPLE: 1) Arnie's personal hygiene skills are lax. When Arnie comes to school clean, the paraprofessional responds positively to his cleanliness.

EXAMPLE: 2) Tommy has difficulty sharing his toys with others. When Tommy sits down to play, a little boy begins to play also. The paraprofessional praise Tommy for playing and sharing so nicely with the other student.

5. Cueing -- A signal given by the paraprofessional to remind a student of a desired behavior before that behavior is performed incorrectly. The cue might be gestural, verbal, or physical.

EXAMPLE: 1) When it is time for math, the paraprofessional reminds the students to get out their books and open them to page 42.

EXAMPLE: 2) A student is talking and the paraprofessional put her finger to her mouth to remind the student he should be quiet.

6. Shaping -- The process used to move a student through small steps (mastering one small step at a time) to reach a first goal.

EXAMPLE: 1) David's desk is always a mess. There are books, papers, and supplies everywhere. The paraprofessional instructs David to first find a spot to keep his pencils. When David has mastered keeping his pencils in the same spot, they work on having him organize his books. A new skill is not taught until the skill introduced previously is mastered.

EXAMPLE: 2) Sherry has difficulty walking down the hall without running and bothering different classes. The paraprofessional begins with having Sherry walk a short distance from one place to another. When this is mastered the distance is increased.

7. Extinction -- In order to eliminate a behavior which was previously reinforced, the paraprofessional will stop that reinforcement.

EXAMPLE: 1) Sissy's bus comes later than the students' in the class. When she arrives in class, she constantly disrupts the class; going around the room talking and bothering others. The paraprofessional meets with the rest of the class and asks for their cooperation in ignoring Sissy's behavior. They receive praise for working quietly and staying on task.

Sissy no longer receives attention from the others. she wants the praise from the paraprofessional and begins to come to class quietly.

8. Time Out -- a student is temporarily removed from a reinforcing situation immediately following the occurrence of an inappropriate behavior. There are various degrees of time out, ranging from activity time out to seclusion time out. Seclusion time out is a technique that requires extensive training and understanding. Paraprofessionals should use it only if appropriately trained.

EXAMPLE: 1) The entire class is playing a game together. Martin refuses to play the game by the rules. He is annoying the other students. Martin is asked to go back to his seat for a period of 5 minutes. After his time is up, he must state the reason why he was sent to his seat, and what he intends to do when he returns to the group.

EXAMPLE: 2) Ralph has refused to stay in his seat during work time. He has been cued frequently by the paraprofessional to sit down. He continues to refuse to comply. His behavior has escalated to the point that others cannot do their work. He turns over a chair and threatens to become physically aggressive. The paraprofessional takes Ralph out of the classroom to a secluded space until he calms down. Before returning to the classroom, Ralph must state the reason for being given a seclusion time out and come up with more appropriate ways he could have handled his anger/frustration, and he must make plans for what he will do when he returns to the classroom (pick up chairs, sit at desk, work on assignment).

9. Imagery -- The process in which the paraprofessional verbally describes a pleasant situation or event to help the student relax and reduce feelings of anxiety and stress.

EXAMPLE: 1) Porter is extremely angry about an event that occurred at home before he came to school. He is unable to get the problem out of his mind. The paraprofessional describes to Porter feelings he had at recess yesterday when he was sitting quietly on the swings with his best friend.

EXAMPLE: 2) The class is on a field trip touring a museum. Bill becomes extremely frustrated with what the museum guide asks the class to do. He becomes disruptive and is asked to leave the group for a few minutes to calm down. The paraprofessional accompanies Bill to another room. Bill is asked to sit down. As he is sitting there, the paraprofessional describes to Bill the feelings he has had when he uses his free time in the classroom to sit on the bean bag, close his eyes and listens to his favorite music with the headphones.

10. Proximity control - The manner in which a paraprofessional controls a student's behavior by her physical presence. Being physically close to the paraprofessional often makes a student feel more secure or inhibits inappropriate behavior.

EXAMPLE: 1) The teacher is teaching a language lesson to the entire class. The group is paying attention except for Mike. The paraprofessional moves closer to Mike to help him focus his attention on the lesson.

EXAMPLE: 2) The paraprofessional is reading a story to a small group. Terri is easily distracted so Terri is asked to sit by the paraprofessional. The paraprofessional still sees that Terri is having problems concentrating and the paraprofessional gently touches Terri's shoulder. Terri relaxes and her listening improves.

11. Fading -- Initially a desired behavior is reinforced by intense praise or a highly desired reward. As the behavior occurs more frequently, the paraprofessional lessen the intensity of the praise or reward given to encourage the student to perform the behavior independently.

EXAMPLE: 1) Mark rarely completes an assignment. For the first time in a week, Mark turns in a completed math assignment on time. The paraprofessional tells Mark how proud she is of him, shows the assignment to others and writes a note home to his parents saying that Mark had completed his work on time. For several days, each time Mark completes an assignment, the paraprofessional reinforces him in the same way. As Mark increases the number of assignments completed on time, the paraprofessional gradually decreases the amount of praise given to Mark until eventually Mark is completing most of his assignments with minimal praise.

EXAMPLE: 2) Sue has difficulty staying in her seat unless the paraprofessional is working with her. Initially the paraprofessional stays with Sue at her desk until she completes her assignment. Sue is praised by the paraprofessional for staying seated during her work time. Gradually, the paraprofessional leaves Sue to work independently for short periods of time, always returning to Sue's desk with verbal praise for her performance. Eventually, the paraprofessional helps Sue get started on her assignment and then leaves her for the remainder of her work time. The praise continues, but the prompting by the paraprofessional decreases. Sue is performing with more independence.

12. Modeling -- Teaching students more appropriate behaviors by having them observe others perform them.

EXAMPLE: 1) Bonnie becomes extremely angry when she is called a name by other students. Every time she is called a name she hits the student. The paraprofessional is involved in a conflict with another student. That student calls the teacher a name. In Bonnie's presence, the paraprofessional demonstrates an appropriate way to deal with name calling.

EXAMPLE: 2) The class is working on a life skills group. One of the tasks is to answer the telephone appropriately. Todd insists on answering the telephone by saying "Yeah, who is it?" Todd should be given the opportunity to observe the paraprofessional answering the telephone by saying "Hello."

D. Activity #1

Develop role play situations using 3 of the behavior management techniques from Handout #1.

1) Break group in triads. Each triad should select 3 techniques.

2) Within each triad select a student, a paraprofessional, and an observer. The roles rotate after each role play.

3) Devise a situation and role play the technique. An observer should give feedback on how well the technique was used.

4) Rotate roles.

5) Return to the large group. Ask discussion questions.

   a) Which techniques is easiest?
   b) Which techniques are difficult to implement?
   c) Why are some techniques more effective than others?
   d) Do you need more training? If so, what?

E. Administer post-test.

SUMMARY

The basic principles of behavior management have been discussed. These techniques do not guarantee success. The success of the management system depends upon the skill and confidence of the teacher and paraprofessional. In assessing behavior management programs, it is essential that the teacher and paraprofessional look objectively and frequently at the class as a whole, and at individual students. With this approach alternative techniques can be applied quickly. Management is not a static process; it flows with the students' moods, abilities, needs and learning experiences. Teachers and paraprofessionals need to remember that being flexible and reasonable is probably the key to success.

HANDOUT #1

Contingency contract - A verbal or written agreement developed between teacher and student that states a desired goal (academic or behavioral), when that goal should be met and the reinforcer that will be given to the student after reaching that goal.

Cueing - A signal given by the teacher or paraprofessional to remind a student of a desired behavior before that behavior is performed incorrectly. The cue might be gestural, verbal, or physical.

Extinction - In order to eliminate a behavior which was previously reinforced, the teacher or paraprofessional withdraws that reinforcement.

Fading - Initially a desired behavior is reinforced each time it occurs. As the behavior occurs more frequently the teacher or paraprofessional decreases the frequency of the praise or reward given to encourage the student to perform the behavior independently.

Imagery - The process in which teacher or paraprofessional verbally describes a pleasant situation or event to help the student relax and reduce feelings of anxiety and stress.

Modeling - Teaching students more appropriate behaviors by having them observe others perform them.

Positive reinforcement - a reward (verbal, social, token, etc.) given following a specific behavior to increase the chance of that behavior occurring again.

Proximity control - A teacher or paraprofessional controls a student's behavior by their physical presence. Being physically close to the teacher often makes students feel more secure or inhibits inappropriate behavior.

Reinforcement of incompatible alternatives - Rewarding an appropriate behavior that is not compatible with the inappropriate one.

Shaping - The process used to move a student through small steps (mastering one small step at a time) to reach a final goal.

Time-out - A student is temporarily removed from a reinforcing situation immediately following the occurrence of an inappropriate behavior. There are various degrees of time-out, ranging from activity time-out to seclusion time-out.

Token economy - A system which involves tokens (chips, play money, etc.) earned by the student for desired behaviors which can be "cashed in" for a predetermined reward.

Pretest

T/F 1. Behavior management is the same as behavior modification.
(F)

T/F 2. Modeling is an inappropriate behavior management technique.
(F)

T/F 3. Imagery is the process of describing a pleasant situation to reduce anxiety.
(T)

T/F 4. Positive reinforcement is always verbal.
(F)

T/F 5. Cueing can be done by gesturing, talking, or touching.
(T)

T/F 6. Modeling teaches students more appropriate behaviors by having them observe others perform.
(T)

T/F 7. A teacher or paraprofessional can control a student's behavior by their physical presence.
(T)

T/F 8. A contingency contract does not specifically describe the goal behavior.
(F)

Post-test

1. During a social skill lesson, a student is continuously interrupting the conversation. The teacher or paraprofessional moves closer to the student.

   Identify the technique.____

2. The student normally does not finish math assignments. However, today the student finishes all of the math assignment. The teacher or paraprofessional said to the student, "You did a super job of finishing your math assignment! May I post it on the good work bulletin board?"

   Identify the technique.____

3. The student is about to go to a language arts class in the fourth grade class. Today, the student is to give an oral book report to the class. The student is obviously tense and nervous. To help alleviate the stress, the teacher or paraprofessional says to the student, "I see myself relaxing on the beach; the waves are tickling the sand of the beach. Palm trees are swaying, the smell of coconut is in the air. The laughter of a volleyball game can be heard. I feel the warmth of the sun."

   Identify the technique.____

4. The teacher or paraprofessional note there is little complimenting behaviors among the students. Throughout the day, the teacher or paraprofessional compliment one another in various situations (i.e., dress, help given to one another, hair). As the day progresses, they begin to overhear compliments being exchanged by the students.

   Identify the technique.____

Paraprofessional Aides

MODULE IV

Communication Skills

Workshop I - Listening Skills
Workshop II - Problem Solving Skills

MODULE IV
WORKSHOP I

Goal: To enhance the paraprofessional's ability to effectively utilize communication and problem-solving skills.

Objective: The paraprofessional will develop good personal listening skills.

Time: 45 minutes.

Materials required: Pretest/Post-Test, Overheads #1 and #2, and Handouts #1 and #2.

Content and Instructional Activities:

A. Administer pretest.

B. Introduction: General discussion of communication skills; Display Overhead #1.

  1. Effective communication is crucial to the success of a workable relationship between the teacher and the paraprofessional. Communication is a two-way process of giving and receiving information. It is effective to the extent that the meaning the listener receives is the one the speaker intended. Active listeners have a positive attitude and an open mind. They show interest in what the speaker is saying by responding verbally and nonverbally; maintaining eye contact with the speaker; and remembering what has been heard. Interpretation is an important element in communication. A listener evaluates the message and assigns a meaning to it. To understand what is heard, a listener should reorganize the words, form mental images, identify the main purpose of the message and the thought relationships of the ideas presented, and compare the new information to knowledge already stored in long-term memory.

     Verbal and nonverbal cues play an important part in communication. Gestures, facial expressions, postures, and eye contact are examples. Facial expressions give feedback whether or not a message has been understood and how it is being received; it indicates the listener's attitude and reinforces the verbal message. Posture and body movements communicate attitudes. Eye contact and positive facial expressions are indicators of a positive relationship between speaker and listener. Eye contact between the speaker and the listener provides feedback on the understanding of the message.

     It is important to realize that silence is a form of communication. Silence may indicate anger, grief, or depression. It can mean that the listener shares the responsibility for the accurate exchange of information. Assertive responses help a listener to be productive in their communication. It allows listeners to demonstrate that they have been listening and have considered the ideas, opinions, and feelings of others. An assertive response indicates honesty, straight-forwardness, and objectivity. This also allows the speaker and the listener to negotiate a compromise in situations where they disagree. Effective listening contributes to a better understanding of the speaker's viewpoint and increases the probability that the conflict can be managed successfully.

The teacher and paraprofessional must relate effectively and professionally with each other. Teachers who have the responsibility for developing instructional plans for each student must view the paraprofessional as a resource and extension of themselves and not another person in the room for whom to plan to continually supervise. If the teacher must frequently stop activities to remind the paraprofessional to begin a lesson which was prescribed for a student, or search for materials which the paraprofessional was asked to prepare, then the paraprofessional will probably not be viewed as a complementary and needed person.

Anytime new people are employed, it takes time to learn the routine and to learn what is expected in the job. It may take some time to come to know the people with whom they work. If the paraprofessional takes time to observe the teacher each day, then things will fall into place. In general, the paraprofessional must learn to ask for assistance in ways and at times that do not interrupt the teacher's activities. It is essential that the paraprofessional follow to completion any directions or requests from the teacher. The paraprofessionals need a clear understanding of responsibilities and needs to stay within the role and responsibilities assigned.

If the teacher and paraprofessional are to develop a partnership, it is important that they talk with each other, ask each other questions, and share ideas in a manner that is honest, positive, and constructive. Since the teacher is the program manager, any questions or ideas concerning the instructional process should be discussed with the teacher. Eventually, they will learn to anticipate each other's needs.

C. Present Listening skills: Display Overhead #1.

1. Hearing Messages. Listeners learn to minimize distractions and improve concentrations so that they will hear the complete message. They also learn to prepare for various listening situations.

2. Understanding Messages. Listeners discover the importance of understanding the speaker's language and vocabulary and the necessity for listening to the entire message. They learn to distinguish main ideas from supporting information and practice several note-taking systems.

3. Remembering Messages. Listeners increase their understanding of short- and long-term memory so they can store and retrieve information more effectively. Obstacles to effective memory are reviewed and the importance of developing creativity is emphasized.

4. Interpreting Messages. Listeners understand the speaker's point of view by becoming sensitive to the indirect, as well as the direct, communication cues. They learn to recognize important speaker variables as they affect the interpretation of the message.

5. Evaluation Messages. Listeners review critical listening skills. Focus is on evaluating source credibility, speaker logic and reasoning, and identifying emotional appeals.

6. Responding to Messages. Listeners appreciate the importance of their response to what they hear and consider the effect of a variety of response styles.

D. Activity #1: Distribute Listening Questionnaire (Handout #1). Read directions and ask if there are any questions.

E. Activity #2: Distribute Listening Profile (Handout #2). Explain how to complete the profile and ask if there are any questions before they complete the profile.

F. Discussion for Activity #2.

After the participants have completed the Listening Profile, follow-up with a discussion using the following questions:

-In what skill area are you high?
-Which one do you see as a potential problem?
-How did your actual ranking compare with your earlier guess?
-How close are your totals to one another?
-Is there a particular component with a significantly different total--either much higher or much lower than the others?
-How do you think someone else would rank your listening behaviors? Take the role of your supervisor, your spouse, or some other important person and answer the questionnaire from that person's perspective. How did you do?

G. Conclusion: Now that you have completed your personal Listening Profile, you are more familiar with your own strengths and weaknesses. This knowledge is important because listening is a complex process that is the cornerstone for more effective communication. It's important to recognize the role listening has in your interactions with the teacher, other school personnel, and students.

H. Administer post-test.

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WORKSHOP I

Overhead #1

I KNOW YOU BELIEVE YOU UNDERSTAND WHAT YOU THINK I SAID, BUT
I'M NOT SURE YOU REALIZE THAT WHAT YOU HEARD IS NOT WHAT I MEANT.

WORKSHOP I

Overhead #2

LISTENING BEHAVIOR SKILLS

I. HEARING MESSAGES
II. UNDERSTANDING MESSAGES
III. REMEMBERING MESSAGES
IV. INTERPRETING MESSAGES
V. EVALUATING MESSAGES
VI. RESPONDING TO MESSAGES

WORKSHOP I
HANDOUT #1

LISTENING QUESTIONNAIRE

Respond to each of the following questions concerning your perceptions of your listening behavior. Print the appropriate number in the blank to your left, using the key below:

5 = almost always
4 = usually
3 = sometimes
2 = infrequently
1 = almost never

Remember, all statements pertain to your listening behavior with subordinates and colleagues on the job. If you are not in a work environment, choose a specific listening situation and maintain the same setting for all questions.

____ 1. I weigh all evidence before making a decision.

____ 2. I am sensitive to the speaker's feelings in communication situations.

____ 3. I approach tasks creatively.

____ 4. I concentrate on what the speaker is saying.

____ 5. I use clear and appropriate words to express my ideas.

____ 6. I encourage others to express their opinions.

____ 7. I am able to see how different pieces of information or ideas relate to one another.

____ 8. I listen to the entire message when someone speaks, whether I agree with what they have to say or not.

____ 9. I let the speaker know immediately that he or she has been understood.

____10. I remember what I am told even in stressful situations.

____11. I recognize the main points when listening to an oral presentation.

____12. I am sensitive to a speaker's vocal cues in communication situations.

____13. I provide sufficient feedback on the job.

____14. I consider the speaker's mood in understanding the message being presented.

____15. I hear what is said when someone speaks to me.

____16. I give an individual my complete attention when he is speaking to me.

____17. I take into account situational factors that influence interactions when someone is speaking to me.

____18. I can recall the specific information someone gives me several days later.

____19. I respond in an appropriate and timely manner to information and requests.

____20. I am ready to listen when approached by a speaker.

____21. I notice the speaker's facial expressions, body posture, and other nonverbal behaviors.

____22. I wait until all the information is presented before drawing any conclusions.

____23. I allow for the fact that people and circumstances change over time.

____24. I overcome distractions such as the conversation of others, background noises, and telephones when someone is speaking to me.

____25. I accurately understand what is said to me.

____26. I seek information for better understanding of a situation.

____27. I communicate clearly and directly.

____28. I focus on the main point of a message rather than reacting to details.

____29. I am receptive to points of view which differ from my own.

____30. I time my communications appropriately, considering when to speak, as well as what to say.

____31. I remember the details of things that happened weeks or months ago.

____32. I interrupt before a speaker is finished talking.

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WORKSHOP I
HANDOUT #2

YOUR LISTENING PROFILE

Complete the listening profile on the questionnaire which you have just completed. Each question corresponds with one of the six listening components:

1. Hearing
2. Understanding
3. Remembering
4. Interpreting
5. Evaluating
6. Responding

It might be fun, before you go any further, to guess how you did.

I think I scored highest on component ____.

I probably scored lowest on component ____.

Now you can figure out your score in the following way. Add up the points you gave yourself on the questionnaire for each of the following sets of questions. Place your total for each set in the "total" space.

COMPONENT 1: HEARING	COMPONENT II: UNDERSTANDING	COMPONENT III: REMEMBERING
Question #:	Question #:	Question #:
4 ____	5 ____	3 ____
15 ____	11 ____	7 ____
16 ____	25 ____	10 ____
20 ____	28 ____	18 ____
24 ____	32 ____	31 ____
Total: ____	Total: ____	Total: ____

COMPONENT IV: INTERPRETING	COMPONENT V: EVALUATING	COMPONENT VI: RESPONDING
Question #:	Question #:	Question #:
2 ____	1 ____	6 ____
12 ____	8 ____	9 ____
14 ____	22 ____	19 ____
17 ____	23 ____	26 ____
21 ____	29 ____	27 ____
Total: ____	Total: ____	Total: ____

Let's look at what this information tells you about your self-perceptions of your listening behavior. First, transfer your totals for each component into the Points Total column below. Now rank order each of the six components according to the question totals.

	POINTS TOTAL	RANK
COMPONENT I: Hearing	____________	____
COMPONENT II: Understanding	____________	____
COMPONENT III: Remembering	____________	____
COMPONENT IV: Interpreting	____________	____
COMPONENT V: Evaluating	____________	____
COMPONENT VI: Responding	____________	____

Look at the total for each component, and use the following to assess each skill area:

20-25 points: you see yourself as an excellent listener
15-20 points: you consider your listening skills adequate
10-15 points: you perceive some problems in your listening behavior

WORKSHOP I

COMMUNICATION
Pretest/Post-test

True or False

____ 1. Communication is a one-way process.

____ 2. A positive attitude is not necessary for good listening.

____ 3. Eye contact sends a message that says "I am interested in what you are saying."

____ 4. Effective communication is a shared responsibility.

____ 5. A person's silence indicates that the listener is daydreaming.

Fill in the blanks

1. Communication involves ___________ and ___________ information.

2. Examples of nonverbal cues are __________, __________ __________, and __________.

3. An ___________ response indicates honesty, straightforwardness, and objectivity.

4. An active listener has a ___________ ___________ and an ___________ ___________.

5. A listener ___________ the message and assigns a meaning to it.

WORKSHOP I **ANSWER SHEET**

COMMUNICATION
Pretest/Post-test

True or False

F 1. Communication is a one-way process.

F 2. A positive attitude is not necessary for good listening.

T 3. Eye contact sends a message that says "I am interested in what you are saying."

T 4. Effective communication is a shared responsibility.

F 5. A person's silence indicates that the listener is daydreaming.

Fill in the blanks

1. Communication involves giving and sharing information.
2. Examples of nonverbal cues are gestures, facial expressions, and posture. (or eye behaviors)
3. An assertive response indicates honesty, straightforwardness, and objectivity.
4. An active listener has a positive attitude and an open mind.
5. A listener interprets the message and assigns a meaning to it.

MODULE IV
WORKSHOP II

Goal: The paraprofessional will develop problem-solving skills.

Time: 50-60 minutes.

Materials required: Pretest/Post-test, Overhead #1, Handout #1.

Content and Instructional Activities:

A. Administer pretest.

B. Introduction: General discussion of problem-solving skills; display Overhead #1.

Problem-solving requires a step-by-step process that eventually leads to a resolution of a conflict. It is a collaborative effort based on mutual trust that generates commitment to an intervention plan and results in change.

The problem-solving process between the teacher and the paraprofessional will result in a strengthened interpersonal relationship; an enhancement of knowledge and skills for both; more positive attitudes; and a more effective working relationship.

There are several stages through which a teacher and a paraprofessional work in the process of problem-solving. The two must trust each other. Trust is developed through: (1) empathy, which is the ability to understand how a person is feeling; (2) acceptance, which is expressed by showing a positive high regard for people in terms of their strengths, uniques, contributions, and ability to productively manage their situations; and (3) credibility, which is comprised of three components: propriety, competence, and communicating intent. Propriety refers to the standard of what is socially acceptable. Competence refers to the qualifications or expertise that a person possesses; communicating intent refers to letting the other person know your motives and your expectations. The first step in problem-solving is to assess problems and needs. When the problem or need has been identified, it is a good idea to check for mutual understanding of the needs before establishing a goal.

Exploring options is the next step in problem-solving. Both parties should be involved in listing options, the pros and cons of each alternative and the need to be examined to see if the options relate to the goal.

Another step in problem-solving is making decisions. It is important that the teacher and the paraprofessional collaborate in making a decision. It would be valuable at this point to define each other's responsibility in the implementation process.

The last step in problem-solving is follow-up. This includes a collaborative evaluation of progress made toward the goal.

As a teacher and a paraprofessional work through these steps together, they become a team and will be able to perform their respective job responsibilities in harmony. This will facilitate planning which affects how classroom instruction will benefit students with emotional handicaps.

C. Activity #1.

1. Divide into teacher/paraprofessional teams. Give each team Handout #1.
2. Allow 10 minutes for discussion and developing a situation.
3. Ask teams to share the solutions with the groups.
4. Summarize the steps of problem-solving referring to Overhead #1.

D. Summary.

As teachers and paraprofessionals work together in classrooms for children with emotional handicaps, they will face many difficult situations. Being well-prepared to deal with these situations depends on how well they have developed their team-relationships and the amount of trust that has built up between them. Increasing problem-solving skills is an ongoing process which requires a collaborative effort between the teacher and paraprofessional.

E. Administer post-test.

WORKSHOP II

OVERHEAD #1

Problem-Solving

Establish trust

- * empathy
- * acceptance
- * credibility

Steps to follow:

1. Assess problems and needs
2. Explore options
3. Make decisions
4. Follow-up

WORKSHOP II

HANDOUT #1

Situation #1:

The teacher has gone to the office to answer a phone call from a parent. While the teacher is in the office, Donna refused to work on her math assignment. The paraprofessional directed Donna to complete the math assignment, or she will not be allowed to participate in the popcorn party which is scheduled for this afternoon. The paraprofessional followed all of the steps in the behavioral management program, but Donna did not get back on task and did not complete her assignment in the allotted time. The paraprofessional tells Donna that she has lost the privilege of participating in the afternoon popcorn party. When the teacher returns, Donna makes excuses for not completing the math assignment. The teacher compromises with Donna and allows her to take her work home and allows Donna to participate in the popcorn party.

* * * * * *

Keeping in mind that the process of problem-solving is a collaborative effort, identify the problem and discuss what steps should be taken by the teacher and the paraprofessional in order to arrive at a solution.

WORKSHOP II

Pretest/Post-test

True or False

____ 1. Problem solving is a collaborative effort based on mutual trust.

____ 2. A strengthened interpersonal relationship is one result of problem-solving.

____ 3. Communicating intent refers to a person's qualifications or expertise.

____ 4. Follow-up is not an important element in problem-solving.

____ 5. Before establishing a goal, it is a good idea to check for mutual understanding.

Fill in the blank

1. Problem-solving generates commitment to an ___________ ___________ and results in ___________.

2. The basic element in problem-solving is ___________.

3. Trust is developed through _________, _________, and ___________.

4. The four steps in the process of problem-solving are: (1) ___________, (2) ___________ ___________, (3) ___________ ___________, and (4) ___________.

5. A ___________ ___________ between teacher and paraprofessional will facilitate problem-solving.

WORKSHOP II   ANSWER SHEET

Pretest/Post-test

True or False

T 1. Problem solving is a collaborative effort based on mutual trust.

T 2. A strengthened interpersonal relationship is one result of problem-solving.

F 3. Communicating intent refers to a person's qualifications or expertise.

F 4. Follow-up is not an important element in problem-solving.

T 5. Before establishing a goal, it is a good idea to check for mutual understanding.

Fill in the blank

1. Problem-solving generates commitment to an intervention plan and results in change.
2. The basic element in problem-solving is trust.
3. Trust is developed through acceptance, credibility, and propriety.
4. The four steps in the process of problem-solving are: (1) assessing, (2) exploring options, (3) making decisions, and (4) follow-up.
5. A collaborative effort between teacher and paraprofessional will facilitate problem-solving.

PARAPROFESSIONAL AIDES

MODULE V

Instructional Activities

MODULE V

Goal: Increase the paraprofessional's ability to, under the direction of the teacher of students with emotional handicaps, implement instructional activities and develop instructional materials.

Time: One hour.

Materials Required: Pretest/post-test, Overheads #1-5, Handouts #1-4, samples of instructional materials, and teacher-made materials.

Content and Instructional Activities:

A. Administer pretest.

B. Present: Introduction.

Students with emotional handicaps have deficits in social interaction, planning, and dealing with feelings, using appropriate alternatives to aggression, and responding to stress. Every student with an emotional handicap must have goals and objectives on his IEP that address these various skills in which the child is deficient. Teachers have the primary responsibility to translate academic IEP goals and objectives into daily activities and lesson plans; however, the paraprofessional can make a valuable contribution by supporting the teacher in these responsibilities.

One of the responsibilities the paraprofessional can assume is to adapt materials to implement the IEP goals and objectives. Before that can be done, it will be necessary to determine the learning style of the individual student. Here, learning style refers to the way in which a student learns.

1. Basic elements to consider in assessing the learning style of students with emotional handicaps:

    a. noise tolerance, illumination requirements, temperature levels, preferred program/structural preferences.
    b. level of motivation, level of persistence, amount of supervision required.
    c. ability to learn from peer, ability to learn alone, ability to learn from adult.
    d. most effective input channel (tactual, kinesthetic, visual, auditory), functioning at different time periods of the day, need to change positions or move around.

2. Students with emotional handicaps frequently have difficulty tapping information sources in developing instructional activities and materials.

    a. observe student responses, preferences, movements.
    b. give students options when possible - let them experiment.
    c. ask students what they like to do, how they like to do it, where they like to do it, and why they like to do it.

3. Because of inappropriate behaviors, the learning styles take on particular emphasis and post unique challenges. A paraprofessional who works with students who are emotionally handicapped should be able to design learning activities and materials for students appropriate to the four perceptual channels (visual, auditory, tactile, and kinesthetic).

4. Considerations when look at learning styles:

   Auditory:
   a. Determine which types and levels of noise distract or enhance the student's performance.
   b. Make provisions for students who will require head sets, radios, etc.

   Visual:
   a. Determine whether visual materials distract or enhance student behavior.
   b. Make provisions for students who will need study carrels or materials available on their desk one piece at a time.

   Tactile:
   a. Determine whether "hands-on" materials distract or enhance the student's performance.
   b. Make provisions for students who must touch it, try it, taste it.

   Kinesthetic:
   a. Determine whether activities calling for the involvement of the student's entire body distracts or enhances the student's performance.
   b. Make provisions for students who will need to move, list, feel, smell, trace, match, arrange, and rearrange it.

C. Learning Activity A

1. Use Overhead #1 to lead discussion about how to diagnose individual learning style.

2. Distribute activity Handout #1 and explain that the paraprofessionals will answer these questions about themselves they can better understand what is meant by "learning styles."

3. Optional. Distribute Handout #2. It is an additional activity that may be used to determine a student's learning style. Ask how this could be used, when it could be used, and what could be learned from question #9.

D. Present: Now that there is an understanding of students' learning styles, appropriate instructional activities and materials that meet the student's needs may be selected.

All decisions on the selection of instructional materials should be made with regard to student's priorities. A review of each student's Individualized Education Plan enables the special educator to determine specifically what content and objectives need to be addressed by the instructional materials selected for a particular student or group of students. Students' ages and levels of functioning, as well as their individual strengths and weaknesses, are considered. In summary, students' objectives, strengths, weaknesses, ages, functional levels, and learning modalities must be given consideration in the instructional materials selection and development process.

E. Discussion activity. Use Overhead #2 as a discussion guide about how to select appropriate materials. After discussion, give participants Handout #3.

As you discuss, ask for participants' interpretation of the items. You may want to have available several examples of instructional materials to identify the characteristics as you discuss them.

F. Present:

1. Adapting Materials; display Overhead #3.

   Even with the best material selection techniques, many materials will require some adaptation because of the student's present level of performance, unique behavioral needs, and learning style. Discuss each of these issues with the teacher before adapting materials.

   The following seven guidelines can be used when adapting materials in response to student needs:

   1. Only adapt materials when there is a mismatch between the student's need and the material. Do not assume materials need to be adapted until they have been tried.
   2. Keep changes simple. If a particular material requires several complex adaptations, it may be inappropriate for use. A teacher-made material may be more appropriate.
   3. Evaluate any changes made in the material. Are they really necessary?
   4. Minimize the time required to change materials. Attempt to adapt materials so that they meet the needs of several students.
   5. Any supplementary materials generated as a consequence of adaptation must be consistent with the original material.
   6. Be aware of the strengths and weaknesses of the materials which is being used.
   7. Be aware of the student's characteristics.

2. Display Overhead #4.

   There are several specific techniques for adapting materials to individual students' needs:

   a. Rewrite materials - It is often necessary to take grade-level materials and rewrite them for a student's functioning level.

   b. Prepare study guides - Instead of rewriting grade-level materials, some students are able to use these if they are presented with an outline or study guide. A learning packet may be developed by a paraprofessional. This packet should include a pretest, an introductory section which includes key terms, and an outline of the basic concepts, objectives, directions, appropriate activities, and a post-test.

   c. Adapt response modes - An example of adapting response modes would be to record a written lesson to enable the student to listen rather than read. Another example to teach sequence would be to cut a picture into 3 parts so that a student could manipulate the parts to make a whole rather than expecting the student to number pictures.

   d. Use old materials to supplement or augment new ones - Look for old texts and workbooks to build a file of practice materials.

e. Modify the presentation format - In order to allow a student to be able to work independently, it is sometimes necessary to use such techniques as reducing the number of tasks on a page, presenting only part of the material at one time to give the child an opportunity to experience success.

f. Tape materials - The tape recorder is a valuable tool when adapting materials. Lessons can be taped for students who have reading difficulties. Tapes can also be used to provide directions for independent activities.

g. Paraphrase directions - Some students may have difficulty following detailed directions; therefore, you might need to shorten the directions and make them very specific.

h. Teach strategies specific to the use of the materials - Before you allow a student to use a tape recorder or computer, you will need to instruct them in the use of the equipment. You may need to highlight words or outline specific directions.

3. Distribute Handout #4.

G. Present: Teacher/paraprofessional-made materials.

There are times that no commercially-made materials are available to meet the specific needs of the student. As a paraprofessional, you might be asked to compile practice materials to be used with a specific child or a group of children. Helpful ideas are usually available in teacher's manuals using handmade display charts, plastic-coated reusable materials, or small boxes with manipulative items. To develop a game, math problems, the list of words needed for a story to be read, lists of words to practice synonyms or antonyms, spelling practice, vocabulary words, color or shape identification, sentence structure, or phonics skills might be used.

H. Display samples of teacher-made materials. Ask participants to describe some materials they have seen or made.

I. Present: In summary, it is beneficial to reemphasize that as a paraprofessional, you are working under the guidance and direction of the teacher. It is the teacher's responsibility to teach initial concepts to students, but it will become your responsibility to reinforce and supplement the initial teaching with additional activities and materials. This is why it is so important for you to be able to adapt and develop instructional activities and materials. The following outline can be used as a reminder of steps to follow when adapting or developing instructional materials.

Display Overhead #5.

1. Select an IEP goal;
2. Identify the student's learning style;
3. Look for an appropriate commercially-made material;
4. If a commercially-made material is unavailable, develop a material that will meet the specific need.

J. Administer post-test.

K. Suggested follow-up activity: You may want to plan and conduct a "Make it, take it workshop." In this workshop, paraprofessionals would design and develop instructional materials.

OVERHEAD #1

Learning Style Diagnosis

1. Time	When is the student most alert? In the early morning, in the afternoon, in the evening, at night?
2. Schedule	What is the student's attention span? Continuous, irregular, short bursts of concentrated effort, forgetting periods, etc.?
3. Amount of Sound	What level of noise can the student tolerate? Absolute quiet, a murmur, distant sound, high level of conversation?
4. Type of Sound	What types of sound produces a positive reaction? Music, conversation, laughter, working groups?
5. Type of Work Group	How does the student work best? Alone, with one person, with a small task group, in a large team, a combination?
6. Amount of Pressure	What kind of pressure (if any) does the student need? Relaxed, slight, moderate, extreme?
7. Type of Pressure and Motivation	What helps the motivate this student? Self, teacher expectation, deadline, rewards, recognition of achievement, internalized interest, etc.?
8. Place	Where does the student work best? Home, school, learning centers, library media corner?
9. Physical Environment	Floor, carpet, reclining, sitting, desk, and conditions-temperature, table lighting, type of clothing, food?
10. Types of Assignments	On which type of assignments does the student thrive? Contracts, totally self-directed projects, teacher-selected tasks, etc.?
11. Perceptual Strengths and Styles	How does the student learn most easily? Visual materials, sound recording, printed media, tactile experiences, kinesthetic activities, multimedia packages, combinations of these?
12. Type of Structure and Evaluation	What type of structure suits this student most of the time? Strict, flexible, self-determined, jointly arranged, periodic, self-starting, continuous, occasional, timeline, expectations, terminal assessment, etc.?

OVERHEAD #2
How to Select Appropriate Materials

Material________________________________ Copyright Date________________

Publisher_______________________________ Cost____________________

Subject area____

Number of participants____

To guide you in the selection of instructional materials, answer the following questions yes, no, or undecided.

STUDENT CHARACTERISTICS

______ Is the material age-appropriate?

______ Is the material motivating?

______ Is the material relevant?

______ Is the format of the material appealing?

______ Does the material provide feedback?

______ Is the material free of cultural bias?

______ Are the required physical responses manageable?

INSTRUCTIONAL CHARACTERISTICS

______ Are the objectives clearly stated?

______ Are the objectives sequentially organized?

______ Are the directions for use clear?

______ Is the visual mode used for input?

______ Is the auditory mode used for input?

______ Are objects/pictures accurate representations of reality?

______ Are concrete to abstract experiences provided?

______ Do the materials instruct?

______ Do the materials provide enrichment activities?

______ Are frequent review and generalization activities provided?

______ Is transfer to a real environment encouraged?

______ Is instructor assistance required?

______ Are prerequisite skills required?

______ Does the format promote mastery learning?

______ Are mastery activities provided for instructional objectives?

PRAGMATICS

______ Are additional materials at earlier and later levels required to successfully use the material?

______ Is audiovisual equipment required?

______ Is there adequate storage for the materials?

______ Can consumable and nonconsumable materials be bought separately?

______ Is an instructor's manual available?

______ Are the materials durable and reusable?

______ Is the time needed to prepare the material for use justifiable in the light of the benefit to the student?

______ Are research reports available to support the effectiveness of the material?

______ Will the material require modification for application with my students?

______ Is the cost justifiable?

OVERHEAD #3

Adapting Materials

1. Only adapt materials when there is a mismatch between the student's needs and the materials.
2. Keep changes simple.
3. Evaluate any changes.
4. Adapt materials to meet the needs of several students.
5. Supplementary materials should be consistent with the original material.
6. Remember materials have strengths and weaknesses.
7. Match student's characteristics with materials.

OVERHEAD #4

Techniques for Adapting Materials

1. Rewrite materials
2. Prepare study guides
3. Adapt response materials
4. Use old materials to supplement or augment new ones
5. Modify the presentation format
6. Tape materials
7. Paraphrase directions
8. Teach strategies specific to the use of the materials

OVERHEAD #5

1. Select an IEP goal
2. Identify the student's learning style:
3. Look for an appropriate commercially-made material;
4. If a commercially-made material is unavailable, develop a material that will meet the specific need.

HANDOUT #1

I'VE GOT L-STYLE

Answer the following questions about yourself with either the word "can" or the word "can't."

Sound 1) I ______ study with people talking.
I ______ block out noise.

Temperature 2) I ______ study when it's hot.
I ______ study when it's cold.

Light 3) I ______ study in dim light.
I ______ study in bright light.

Posture 4) I ______ study on the couch.
I ______ study on a hard chair.

Motivation 5) I ______ remember getting excited about good grades.
I ______ remember getting upset by a bad grade.

Persistence 6) I ______ remember to finish projects on my own.
I ______ start a new project until I finish the last.

Responsibility 7) I ______ remember the last time I forgot to do something I said I'd do.
I ______ remember people having to remind me about a promise I'd made.

Structure 8) I ______ get myself to read directions first.
I ______ get a project started until I've been through the directions start to finish.

Proximity 9) I ______ study alone.
I ______ study in a group.

Perceptual 10) I ______ learn something new by reading about it.
I ______ learn something new by listening to a record or tape.
I ______ learn something new by hearing someone describe it and show pictures.
I ______ learn something new by playing a game.
I ______ remember if I just see it.
I ______ remember if I just hear it.
I ______ remember unless I write it down.
I ______ remember unless I touch, build, trace, or chew it.

Intake 11) I ______ eat or drink while I study.
I ______ eat or drink when I'm nervous.

Time 12) I ______ study in the morning.
I ______ study at night.
I ______ stand the class I teach right before lunch.

Mobility 13) I ______ sit in one place for a long time.
I ______ enjoy doing things over and over again if I already know how to do them.

Handout #2

Interview A Student
Take Back and Try Activity

If you're curious about "Penelope's" L-Style, take the direct approach:

______ ask her and record her answers for her, or

______ ask her and have her mark her answers, or

______ have her read the questions and tell you her answers, or

______ have her listen to the questions on a tape recorder and type her answers on a typewriter, or

______ have a friend ask her questions and report back her answers, or

______ however you think would be the most direct approach - but do please ask her!

Questions you could ask might include, but not be limited to the following:

1) I like to ________________, and I learned to do it by ______________

____.

2) If I really have to remember something new for a test, here's how I do

it: ____

____.

3) When I can pick fun things to do, I pick:

Machines______________________________

Magazines_____________________________

Movies________________________________

Models________________________________

Games_________________________________

4) If I could pick when we came to school, I would pick:

Morning_______________________________

Noon__________________________________

Night_________________________________

5) My favorite place in the house to do my homework is __________________

____.

6) I like to get my work all done and then take a break.

______ Yes ______ No

7) I can read in the dark.

______ Yes ______ No

8) I prefer to be hot______ cold______ neither______.

9) The person who cares most about my grades is__________________________.

10) I love______ hate______ to do my homework to music.

11) If I could pick someplace in the room for my desk it would be__________

____.

12) I like to eat while I read.

______ True ______ False

13) If I could pick someone to study with, it would be:

______ mom or dad.

______ my teacher.

______ my friend.

HANDOUT #3

Material______________________________ Copyright Date__________________

Publisher_____________________________ Cost____________________________

Subject area____

Number of participants____

To guide you in the selection of instructional materials, answer the following questions yes, no, or undecided.

STUDENT CHARACTERISTICS

______ Is the material age-appropriate?

______ Is the material motivating?

______ Is the material relevant?

______ Is the format of the material appealing?

______ Does the material provide feedback?

______ Is the material free of cultural bias?

______ Are the required physical responses manageable?

INSTRUCTIONAL CHARACTERISTICS

______ Are the objectives clearly stated?

______ Are the objectives sequentially organized?

______ Are the directions for use clear?

______ Is the visual mode used for input?

______ Is the auditory mode used for input?

______ Are objects/pictures accurate representations of reality?

______ Are concrete to abstract experiences provided?

______ Do the materials instruct?

______ Do the materials provide enrichment activities?

______ Are frequent review and generalization activities provided?

______ Is transfer to a real environment encouraged?

______ Is instructor assistance required?

______ Are prerequisite skills required?

______ Does the format promote mastery learning?

______ Are mastery activities provided for instructional objectives?

PRAGMATICS

______ Are additional materials at earlier and later levels required to successfully use the material?

______ Is audiovisual equipment required?

______ Is there adequate storage for the materials?

______ Can consumable and nonconsumable materials be bought separately?

______ Is an instructor's manual available?

______ Are the materials durable and reusable?

______ Is the time needed to prepare the material for use justifiable in the light of the benefit to the student?

______ Are research reports available to support the effectiveness of the material?

______ Will the material require modification for application with my students?

______ Is the cost justifiable?

HANDOUT #4

Specific Techniques for Adapting Instructional Materials

Rewrite Materials. A method of adapting materials that is frequently employed by resource room teachers is to rewrite those used by students in the regular education classroom. This may be necessary in some content areas, such as history, when equivalent materials at appropriate reading levels are not available. However, rewriting is a time-consuming process and should be undertaken only when absolutely necessary.

Prepare study guides. Students may be able to use grade-level materials successfully if provided with a study guide that defines the key terms and outlines the basic concepts. Dexter (1980) suggests using learning-activity packets to help teach specific topics. When developing an activity packet, she suggests that the teacher first task-analyze the instructional objective. Each packet should include a pretest, an introductory section including key terms and an outline of the basic concepts, objectives, directions, appropriate activities, and a post-test. Activities must be sufficiently flexible to respond to the needs of several students. Materials that are self-correcting reduce both the potential for student errors and the time the special educator must devote to supervision (Kohlfeldt, 1976).

Adapt response modes. Materials vary in terms of the response modes required. Some children and youth with behavior disorders may be unable to respond adequately, as required by the original materials. Consequently, response modes may need to be changed -- for example, from a written form to audio tapes.

Use old materials to supplement or augment new ones. Old texts and workbooks may be used to build a file of practice materials. If they are sorted by instructional objective, students will have available to them a file of materials to augment the original ones.

Modify the presentation format. Modifying the format of materials may allow students to use them independently. Reducing the number of tasks on a page may sufficiently reduce the distraction inherent in the material to permit a student to complete them successfully. Presenting only part of the material at a time may allow the student to complete it successfully. When instructing with manipulatives such as cuisinaire rods, presenting only a few rods at one time may facilitate student success, whereas distributing full sets of rods may limit success by causing frustration, confusion, and disruption.

Tape materials. Taped lessons can be used to help students who have reading difficulties. Tapes can also be used to provide information to supplement lessons.

Deschler and Graham (1980) discuss several variables that should be considered when taping materials for exceptional learners. First, consideration should be given to what materials can be usefully taped. Taping an entire textbook or chapter is generally not desirable because it is so time-consuming and because students with behavior disorders frequently have limited attention spans. The student's regular teacher should be consulted with regard to the specific content of tapes. The special educator may wish to tape material to demonstrate various skills such as differentiating between main and supportive materials within a chapter, using illustrations, and outlining main ideas.

The learning principles applied to developing tapes are similar to those used in other instructional material. Tapes must be logically organized and contain a variety of activities. They must cue the student to important points and include questions designed to facilitate higher-level reasoning. Key terms, concepts, and ideas should be included in the tape for review and practice. Finally, tapes must provide immediate and delayed feedback.

Deschler and Graham encourage using a marking system in original written materials that correlate with the taped material. As the tape is prepared, the special educator codes the written material that will correspond to it. Deschler and Graham suggest a way line for paraphrased material, a broken line for material that is omitted, and an asterisk to cur the student to stop the tape to complete an activity.

Paraphrase directions. To use some materials effectively, a student may only need alternative directions. These may be a simplified translation of the original directions.

Teach strategies specific to the use of the materials. The special educator may find it necessary to instruct students in the correct use of a specific material. For example, a student must be taught to use a microcomputer before he or she can use it for instructional purposes. Students may need to learn as sight words those terms found in written directions before they can understand the directions and profitably engage in learning the content of the material. Underlining or prompts incorporated into directions may help the student to complete a task successfully.

Pretest/Post-test

T/F (F) 1. It is not necessary to identify a student's learning style when using instructional materials.

T/F (F) 2. Students' ages and functioning levels should not be considered when developing or adapting materials.

T/F (F) 3. Rewriting materials is too time consuming and should never be attempted.

T/F (T) 4. Old text and workbooks can be used a supplementary materials.

T/F (T) 5. Taped lessons can be used to help students with reading difficulties.

T/F (F) 6. Paraprofessionals will never be asked to develop instructional materials.

7. List two perceptual channels which should be considered when adapting materials.

   1. visual
   2. auditory
   3. tactile
   4. kinesthetic

8. Name four techniques for adapting materials to meet individual needs.

   1. rewrite materials
   2. prepare study guides
   3. adapt response materials
   4. use old materials to supplement or augment new ones
   5. modify the presentation
   6. tape materials
   7. paraphrase directions
   8. teach strategies specific to the use of materials

9. The way in which a student learns is called his __________ __________. (learning style)

10. Only adapt materials when there is a mismatch between the student's __________ and the __________. (needs and materials)

PARAPROFESSIONAL AIDES

MODULE VI

Targeting Behaviors

Workshop I - Observation
Workshop II - Documentation

MODULE VI
WORKSHOP I

Goal: Increase the paraprofessionals' ability to observe and communicate individual student behavior to the teacher of students with emotional handicaps.

Objective: To increase the paraprofessionals' awareness and skills in using systematic observation to identify academic and learning problems.

Time: 45 minutes

Materials Required: Pretest/post-test, Exercises #1, 2, and 3 (including appropriate forms), Handouts #1-7. Examples of a bar graph, a frequency graph, a cumulative graph, and a progress chart.

Content and Instructional Activities:

A. Administer pretest.

B. Present: Introduction

Data collection in various settings is of prime importance in programming to meet the student's social/emotional and educational needs. Monitoring the effectiveness of behavioral plans is necessary on an ongoing basis. The behavioral data collected provides information that can be used to make objective decisions regarding appropriate interventions.

FOR WHAT DO WE LOOK? When collecting information, we focus on observable behaviors. Behavior is analyzed according to the setting in which it occurs and by its characteristics.

HOW? This can be done with the use of anecdotal records, log sheets, behavior checklists, A-B-C (antecedent, behavior, consequences) descriptions, bus checklists, or log sheets from mainstreamed classes.

WHEN AND WHERE CAN INFORMATION BE SHARED? This information can be shared with the teacher in different ways. Teachers and paraprofessionals should set aside time together to review information collected. For reporting on behaviors that are considered serious, the data should be shared as often as possible. Other records could be shared daily or weekly. Keep in mind that information exchanges are not to be done in front of students or other school personnel.

The sharing of information is particularly important when students are mainstreamed because the teacher needs to know if the student is finding success or if problems exist. Often, paraprofessionals accompany students to regular education classes. They may need to stay with the student, assist that teacher, or observe the student in classroom activities. Although the role of the paraprofessional may vary in these situations, there are several points to remember:

1) Be supportive of the student, especially if they appear anxious.
2) Ask the student open-ended questions that encourage them to think about what they will do and say when in the class.
3) Request that special messages to or from teachers be put in writing. This decreases the probability of miscommunication.
4) Avoid sharing information in front of the student or others. Maintain confidentiality at all times.
5) If required to remain with a student, make sure you have a clear understanding of your responsibilities.

C. Discuss Handout #1. Be prepared to give examples of each.

The following exercises have been developed for self-guided instruction in small groups. A facilitator should be available to respond to questions, stimulate ideas, and keep the groups moving through the exercises.

Break into small groups. Distribute activities 1, 2 and 3 (includes Form A and Form B). Direct participants to work through exercises. Encourage interaction within the groups.

D. Distribute Handouts #2, 3, 4, 5, 6, and 7. Review the contents of each. Break into small groups; ask each group to select one form and discuss how, when, and where they would use the form.

Return to the large group; ask a volunteer to report on each group's discussion.

F. Administer the post-test.

Activity 1:

Objective: At the completion of this exercise, you will be able to conduct a systematic observation and apply the ABC's of behavior to a classroom situation.

READ

A student continued to make noises that interfere with his learning and the learning of others in the class. What is the best way to handle the situation? Do you rely on the tried and true punishment (which you have used four times before for this same behavior) or do you systematically plan to define the problem behavior and develop a special intervention?

To define the problem, pinpoint the behavior and plan and implement an intervention is believed to be a potent method for changing and understanding behavior. One way to define a problem that occurs in a school setting is to directly observe. Direct observation lets you specify the behavior as it occurs and verify other information and thoughts you have about the behavior.

Direct observation involves:

1. Pinpointing the behavior. This refers to describing the behavior using terms that are observable, measurable, and defined so that others can agree on whether it occurs or not.

   Example: completion of page 6 in math book
   tantrums
   keeping hands in lap
   sitting in seat
   raising hand to answer questions

Social behaviors are best analyzed using an Antecedent-Behavior-Consequence (ABC) model. This involves keeping records that describe the ANTECEDENT event (stimulus), the student's RESPONSE to the stimulus or event, and the CONSEQUENCE following the student's response.

Examples:	A	B	C
	Teacher talks	Sue responds	Teacher smiles
	Chris yells	Teacher looks up sternly	Chris puts head down

ABC technique is most useful for pinpointing behaviors targeted for change. You can then refine the definition of the behavior. Refine the behavior description by telling:

WHO - Who is displaying the behavior?
WHAT - What is exact behavior being observed and measured?
WHEN - Explain when the behavior occurs.
WHERE - Explains where the behavior occurs.

STOP AND DO

1. Read each example.
2. Individually identify the ABC's that are given (one component will be missing) using Form A.
3. Share answers with your group.
4. As a group, complete each scenario by filling in the missing component.
5. Share responses with the group facilitator.

Example #1:

Willy was receiving instructions from his paraprofessional concerning his math lesson. Another student called Willy a name. Willy left his seat and ran toward the student with his pencil directed toward the student. The paraprofessional ____.

Example #2:

Beth had completed her morning work. She proceeded to the free time area. Another child was playing with her favorite lego set. Beth ______________
____.

The paraprofessional instructed Beth ______________________________.

Example #3:

After completing a small portion of her morning assignments Kelly announced to the class and paraprofessional that she was leaving. She left the classroom and proceeded walking down the hall. The paraprofessional ______
____.

Example #4:

____.
David responded, "you jerk" at several students who were standing by. The teacher said, "You need to remember to use appropriate behavior in the hall."

Form A

A-B-C Recording

Date	Time	Example	Antecedent Events	Student's Response or Behavior	Consequence

Activity 2:

Objective: At the completion of the exercise, you will be familiar with the techniques used for collecting and measuring observational data.

READ

Selecting a measurement strategy begins with deciding what to measure. Behaviors have properties that lend themselves to direct observation and measurement. They are frequency (or rate), duration (or length of time), and intensity (frequency and duration).

Select a measurement strategy based on the characteristics of the behavior and how you want to change the behavior.

THINK AND DO

1. Choose a group recorder.
2. Each group member is to name two behaviors that are typical of students with EH, one behavior to increase, and one to decrease or reduce.
3. Recorder lists behaviors.
4. As a group decides which characteristic (frequency, duration, or intensity) best characterizes each behavior (i.e., lesson tantrums - frequency).
5. Save the list for the next activity.

READ

After selecting and characterizing the target behavior, choose a measurement strategy. Read Handout #1 and pay particular attention to each method and the type of behaviors associated with each method.

THINK AND DO

1. Refer to the behavior list just completed.
2. As a group, decide which measurement strategy would be appropriate for each behavior.
3. Share responses with facilitator.

READ

Now that you've defined the behavior, decided how to collect it, you should be ready to observe. But before going ahead, make sure you have considered the following (Kerr and Nelson, 1983).

a. characteristics of target behavior:
   frequency, duration, magnitude, individual/group, high rate/low rate

b. goal of intervention:
   change rate/duration, magnitude

c. observation situation:
   your class, another class, group/one-to-one activity, the bus, the lunch room, the hallway

d. person observing:
   trained observer, untrained observer, child, parent

e. time available for observation:
   all day/one period/portion of period

f. equipment for measuring:
   automatic recorder/cumulative recorder/wrist counter/timer/pad & pencil

g. for whom is data intended:
   professionals, parents, student

THINK AND DO

1. Read the following case study (Tina).
2. Choose a recorder for this activity.
3. Refer to the list of considerations and determine what measurement strategy you would use to collect data if you were Tina's paraprofessional.
4. Complete Form B as you make your decisions.
5. Share responses with facilitator.

TINA

Tina's bus arrived for afternoon kindergarten. The paraprofessional accompanied Tina to the classroom. Upon arriving, Tina insisted that the paraprofessional help her take off her coat. The paraprofessional told Tina that she needed to take off her coat and hang it up on her peg so that she would be ready to see the special art project planned for the day. Tina insisted upon seeing the special art project for the day without taking off her coat and exploded into a temper tantrum. The paraprofessional went to the free-time table to get materials ready for the other students' special art projects, not acknowledging Tina. Tina continued the tantrum. Tina then went to her seat and put her head down. She then took off her coat, knocked over her desk, and yelled at the paraprofessional.

This is typical of Tina's behavior when she does not get her way. She becomes verbally abusive, runs about the room, and will swing at peers when she feels threatened.

Form B

Definition of target behavior (who, what, when, where)

Characteristics of target behavior (frequency, intensity, duration)

Goal of intervention:

Observation situation:

Person observing:

Time of observation:

Equipment for measurement:

Person requesting data:

Activity 3:

Objective: At the completion of this exercise, you will be familiar with several methods of recording data.

READ

It is necessary to analyze data to make program decisions and modifications. A visual display that summarizes the data you collect over a week or month can be analyzed against your evaluation criteria (what's acceptable) or used to demonstrate behavioral patterns. The format you choose for organization will influence how meaningful the data will be. Non-graphic summary forms or daily frequency rating charts and work samples do not provide trends or communicate plainly what the student did.

Graphs and charts are useful for summarizing data for daily decision making, describing program impact, and providing feedback to teachers and students. Graphs use one or two symbols to demonstrate data; charts use many different symbols.

Examples of useful charts and graphs:

1. Bar graph - shows progress toward goal; easily interpreted by students.

2. Frequency graph - most common; reports frequency, rate, or percent; use graph paper.

3. Cumulative graph - adds daily totals, frequencies, or rates; use for appropriate behaviors.

4. Progress chart - shows time took to master objectives.

THINK AND DO

1. Individually review the following data summary and develop a graph that you could share with the student to show his progress in completing assignments. Note that each day there were 5 assignments to be completed.

	Week 1	Week 2	Week 3	Week 4
Monday	2/5	2/5	3/5	4/5
Tuesday	1/5	3/5	4/5	4/5
Wednesday	3/5	3/5	5/5	5/5
Thursday	3/5	4/5	5/5	3/5
Friday	1/5	2/5	5/5	5/5

2. Share your graph with others in your group when it is completed. How many graphs are like yours? How many different methods were used in your group?

Handout #1

METHODS OF MEASURING BEHAVIOR

1. Direct measurement of permanent products

Many classroom behaviors may result in a permanent product. These products of behavior can be seen, touched, tasted, smelled, or heard, and therefore, measured. Permanent products are often tangible and are easy to measure in numerical terms. The results of much of a student's school work are permanent products, such as written worksheets, constructed projects, or painted pictures. This is an example of direct measurement of a permanent product.

Direct measurement of a permanent product is a technique in which we measure behaviors by the products which are a result of the behavior.

2. Observational recording

In observational recording, the parent sees, hears, smells, or otherwise discriminates the behavior and then records what he has observed. There are five useful types of observational recording:

A. Continuous recording
B. Event recording
C. Duration recording
D. Interval recording
E. Time sampling

A. Continuous recording

In continuous recording, the observer tries to record all behavior as it occurs. This is time-consuming and almost impossible to do. However, it can show what behaviors are occurring in a specific situation. For example, if students have problems playing together, a continuous record of their behavior could help show which behaviors are causing the problem.

B. Event recording

Event recording or frequency counting is used to determine the rate or frequency of the occurrence of behavior. To use event recording, the observer counts the number of times a particular behavior occurs. For example, a teacher may count the number of times a student gets up from his or her seat, or the number of times he or she requests help. An easy way to use event recording is to use a pencil and paper tally to record each separate event as it occurs. A more convenient method may be to mark on a piece of masking tape attached to the back of the hand.

C. Duration recording

Duration recording is used to determine the length of time a behavior occurs or endures within a specific observational period. For example, a teacher might count the number of seconds, minutes, or hours it takes a child to complete a task. Duration recording is often the most appropriate way to record in seat. A stopwatch is a convenient instrument to use for duration recordings.

D. Interval recording

In interval recording, each observation session is divided into equal time periods or equal intervals. The observer then records occurrences of the behavior during these intervals.

E. Time sampling

In using time sampling as a measurement procedure, a specific period of time is divided into intervals or time periods. The behavior is then recorded as occurring or not occurring only at the end of each interval.

The best recording method is the one that best measures the strength of the behavior and which fits your needs. It is important for the recording method to fit your daily routine rather than you trying to fit your routine into a recording method.

Handout #2

BEHAVIOR LOG

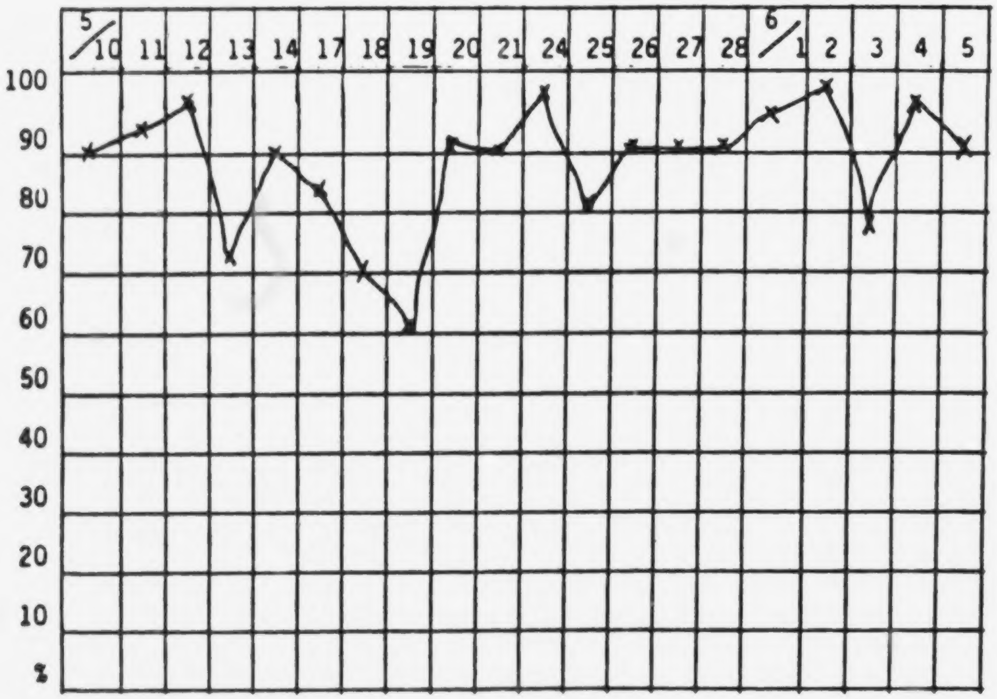
Date/Time	ANTECEDENT	BEHAVIOR	CONSEQUENCE

Handout #3

WALL CHART

This chart serves as a record of students' daily percentages based on their individual behavioral goals. It is posted on the wall next to each student's desk. A percentage above 90% is considered successful. Time-out placements are recorded on this sheet. Ground level placement (as a result of serious misconduct: physical abuse, running away, use of weapons, use of drugs, excessive swearing, destruction of property, etc.) is also recorded. Students can independently monitor their progress by viewing this chart. The teacher must allow sufficient time at the end of each day to chart student percentages.

NAME ______________________________ DATE: ________________



* Success Day GL - Ground Level 0 - Time-Out

*	*	*		*				*	*	*		*	*	*	*	*		*	*
			◎			O	GL	GL	GL										

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Handout #4

BUS REPORT

Because emotionally handicapped students frequently exhibit behavior problems while on the bus, it is necessary to monitor their behavior coming to school and going home each day. The bus drivers are responsible for filling out the daily bus reports informing the paraprofessional of appropriate and inappropriate behaviors. The points earned each day on the bus are added to points earned in classroom to determine the daily percentage. To encourage greater independence in older, more responsible students, the paraprofessional should allow them to bring the report in from the bus driver each day. If they fail to get it to the teacher, the bus points earned for that day should not count.

BUS REPORT

NAME: ______________________ DATE: ______________

RULES	MON.-A.M.	TUES.-A.M.	WED.-A.M.	THURS.-A.M.	FRI.-A.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
	MON.-P.M.	TUES.-P.M.	WED.-P.M.	THURS.-P.M.	FRI.-P.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
DAY'S TOTAL:					

WEEK'S TOTAL ______

Handout #5

BEHAVIOR CHECKLIST

NAME: ______________________________ DATE: ________________

		8:30- 9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:15	TOTAL	
CLASS RULES	1. Do your work.											
	2. Keep hands, feet, and objects to yourself.											
	3. Stay in assigned area.											
	4. Speak appropriately with permission.											
	5. Take care of equipment.											
INDIVIDUAL GOALS	6. _____ will comply with adult requests the first time.											
	7. _____ will make positive statements about others.											
	8. _____ will maintain eye contact when speaking or being spoken to.											
	9. _____ will use appropriate language to express anger or frustration.											
	10. _____ will respond to teasing or name calling by ignoring, changing the subject, or some other constructive means.											
	TOTAL											+ Bus Points

TOTAL

Handout #6

Name ______________________________
Date ______________________________

Behavior Checklist

8:30 _____ 8:45 _____ 9:00 _____ 9:15 _____ 9:30 _____

9:45 _____ 10:00 _____ 10:15 _____ 10:30 _____ 10:45 _____

11:00 _____ 11:45 _____ 12:00 _____ 12:15 _____ 12:30 _____

12:45 _____ 1:00 _____ 1:15 _____ 1:30 _____ 1:45 _____

2:00 _____ 2:15 _____ Restroom _____ Hall _____ Lunch _____

Freetime _____ Bus _____

*Good Behavior

1. talking out
2. off task
3. not following directions
4. being out of seat
5. destruction of property
6. poor attitude
7. fighting
8. being depressed
9. reacting badly to chart
10. other______________________________

Homework

Spelling
Reading
Math
Language
Other

____
Parent Signature

Handout #7

Name ______________________________
Date ______________________________

Behavior Chart

S = Satisfactory **U = Unsatisfactory**

Talking out

8:30 _____	8:45 _____	9:00 _____	9:15 _____	9:30 _____
9:45 _____	10:00 _____	10:15 _____	10:30 _____	10:45 _____
11:00 _____	11:45 _____	12:00 _____	12:15 _____	12:30 _____
12:45 _____	1:00 _____	1:15 _____	1:30 _____	1:45 _____
2:00 _____	2:15 _____	Lunch _____	Freetime _____	Bus _____

Out of Seat

8:30 _____	8:45 _____	9:00 _____	9:15 _____	9:30 _____
9:45 _____	10:00 _____	10:15 _____	10:30 _____	10:45 _____
11:00 _____	11:45 _____	12:00 _____	12:15 _____	12:30 _____
12:45 _____	1:00 _____	1:15 _____	1:30 _____	1:45 _____
2:00 _____	2:15 _____	Lunch _____	Freetime _____	Bus _____

____
Parent Signature

Pretest/Post-test

Workshop I

A 1. If a student's on-task behavior fluctuates during your intervention, how often should you monitor the behavior?
   a. daily
   b. every other day
   c. bi-weekly

B 2. Rating the occurrence or non-occurrence of out-of-seat behavior immediately following the ringing of a timer is:
   a. event recording.
   b. time sampling.
   c. duration.

C 3. Charts and graphs can communicate daily progress and:
   a. predict student progress.
   b. discourage program modification.
   c. provide reinforcement and feedback.

B 4. To measure behavior, you must know who is displaying the behavior, exactly what is being observed, when the behavior occurs, and:
   a. the duration of the behavior.
   b. where the behavior occurs.
   c. why the behavior occurs.

A 5. Observing a particular behavior, describing related paraprofessional and peer behavior, and noting seating arrangement are included in a/an:
   a. environmental assessment.
   b. anecdotal record.
   c. sociometric assessment.

C 6. The tendency to focus on decreasing the frequency of behaviors leads to:
   a. a decrease in consequences.
   b. an increased emphasis on reinforcement.
   c. an increased emphasis on negative behaviors.

C 7. An environmental assessment doesn't include examination of:
   a. the physical environment.
   b. the curriculum.
   c. barometric pressure.

B 8. The goal of environmental assessment is to:
   a. find what type of props a teacher needs.
   b. identify problem factors in the student's environment.
   c. examine how the student respond in the out-of-doors.

C 9. The time to communicate student's behavior between the paraprofessional is:
   a. the next day.
   b. in the busy lounge.
   c. during scheduled paraprofessional time.

MODULE IV
WORKSHOP II

Objective: The paraprofessional will be able to develop and maintain appropriate documentation.

Time: One hour.

Material Required: Pretest/Post-test, Handouts #1-13

Format:

A. Administer pretest.

B. Present: Introduction

In this workshop, the following topics will be discussed, developing ways to efficiently track IEPs, student progress, the care and treatment of anecdotal records, and collecting data on a variety of behaviors.

1. The paraprofessional will be able to develop an appropriate and efficient record-keeping system.

Distribute Handouts #1 and #2.

Each student's Individualized Education Plan is the foundation for his or her programming. IEPs are the basis for scheduling and grouping. The IEP tracking system, a sample of which is presented in Handout #1, will keep instruction on target.

A sample instructional strategy tracking system is presented in Handout #2. Discuss using an example.

Distribute Handout #3.

Documenting growth in students with emotional handicaps is difficult. Parents, regular educators, and the students themselves need to be involved in reviewing progress.

The usual manner for reporting progress to parents is the annual IEP review conference. However, parent-teacher conferences are not the only means of communicating progress. You may want to consider developing a "report card" appropriate for your program. A comment sheet in addition to regular report card systems may be necessary. Daily and weekly written reports or phone calls, checksheets, notebooks, or award profiles may be helpful in establishing a good communication system with parents.

A student's regular education teacher should be involved in documenting growth and reporting progress with positive and open communication being the key. Regular education and special education teachers need to work together to develop the documentation system used. Who is going to evaluate the student in what areas must be clearly defined. A mainstreaming checklist may assist daily communication between special and regular educators.

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Distribute Handout #4

The student may also be involved in documenting progress. Self-monitoring may help the student to become more aware of behavior. In developing a self-monitoring system, the following steps may be followed:

a. determine the target behavior,
b. design and copy an appropriate recording sheet,
c. make sheets available to the student,
d. explain to the student how to record the behavior, and
e. provide feedback and reliability checks.

2. The paraprofessional will be able to write appropriate and pragmatic anecdotal records.

Distribute Handouts #5 and #6.

An anecdotal record is a factual account of a pupil's spontaneous behavior as observed by a teacher or other professional who knows the child. The record should typify a typical situation. The para-professional should only record exact behavior, recorded as objectively as possible. Feelings, attitudes, and interpretations of behavior or incidents should not be included. It is important that the anecdotal record be written as soon after an incident or observation as possible.

These records become valuable sources of information because they supplement systematic observations and other objective measures of information.

3. The paraprofessional will be able to efficiently collect data on a variety of behaviors.

Distribute Handouts #7, 8, 9, 10, 11, 12, and 13.

Data collection is a controversial subject among special educators. Many feel that data collection is a time-consuming process that removes them from the role of the educator and puts them into a role of observer and recorder. However, to be effective, you need continued and immediate information on student performance. Data provides a concrete means of accountability. Data can provide students, teacher, and parents with positive reinforcements about growth. Data collection is to make you more effective and efficient, not to create more work.

Data collection systems should:

a. use as direct and sensitive terminology as possible
b. record the behavior where it occurs
c. define the behavior carefully
d. record behavior as frequently as needed
e. only record as many behaviors as can be reasonably managed
f. be usable in daily instruction

Throughout data collection, avoid value judgments. You must remain objective to have a true picture of the student.

The most frequently used option for data collection is the pretest/post-test. In this method, behavior rating scales, self-rating scales, sociometric instruments, standardized assessments, and teacher-made academic or behavior checklists are used before instruction (pretest) and then after instructing or following a fixed period of time (post-test). Be careful when administering post-tests after interacting with the student and providing instruction; it is sometimes difficult to remain objective.

More formal and frequent data collection systems may be used in the classroom for emotionally handicapped students. These options include:

a. event recording, in which the frequency or number of times the behavior or skill occurs is recorded (Handout #7)

b. duration recording, in which the amount of time during which the behavior or skill occurs is recording (Handout #8)

c. level of assistance recording, in which the amount of support the student needs to successfully exhibit the still is recorded (Handout #9)

Work through the completed examples (Handouts #10, #11, and #12) with participants.

When students don't seem to be progressing the way you feel they should, you have several options.

a. teach another way
b. change reinforcers
c. check error patterns for specific remediation
d. determine the student's readiness
e. teach something more relevant

SUMMARY

In order to efficiently monitor the effectiveness of one's IEPs and student progress, one must develop and maintain appropriate documentation. The data collected should be a factual account of a student's spontaneous behavior and academic performance.

C. Administer Post-test.

IV Objective: The paraprofessional will be able to conduct an environmental assessment.

READ

Ecological assessment identifies the interactions and expectations of the individuals relating within the settings associated with the student's total environment. This type of assessment is most useful when observing students in settings outside of their classroom. The information gathered through an environmental assessment is needed when a student is mainstreamed into regular classes.

Laten and Katz (1975) have outlined a five-phase systematic procedure to be used by educators in collecting ecological data:

1. Describing the environment:
   It is important to evaluate settings in which a student is not experiencing problems as well as the setting(s) in which problems are occurring. The lunch room may not present a problem; however, gym class or math class may be settings in which the student is experiencing minor or major problems.

2. Identifying expectations:
   The expectations of a student vary from setting to setting. One needs to identify the behaviors and skills that will assist student in succeeding in each setting.

3. Organizing behavioral data:
   When organizing data, one needs to focus on the skills and background of the people in problem settings, and the skills and background of the people in problem settings, and the skills and background of the particular student. Then make comparisons of the skills and behaviors.

4. and 5. Summarizing the data and establishing goals:
   Information discussed in the three previous phases allows one to make reasonable goals for the student and for dealing with people in the problem settings.

   To assist you in identifying problem factors in the student's environment and the skills necessary for success in various environments, teachers can create their own checklists. The checklists can include several environments or else focus only on environments where the student has problems.

   Below is an example of a list of all behaviors that typify hall-walking behavior:
   a. carries books in arms,
   b. walks to right side of wall,
   c. walks with head up,
   d. refrains from touching wall,
   e. refrains from loud boisterous talking, and
   f. walks at an appropriate pace.

   The paraprofessional would indicate whether or not the student could perform the stated behavior. This reflects the student's skills as related to expectations of the teachers.

THINK AND DO

1. Choose a recorder from the group for this assessment activity.
2. Review the following form and complete the activity and skill sections for each subenvironment listed. Be sure to specify skills that reflect the expectations associated with that subenvironment. Call upon your experiences and school rules as necessary.
3. Share list with facilitator.

Environment	Subenvironment	Activities	Skills
School	Classroom	"working"	Staying in seat Completing task
	Playground		
	Lunch Room		
	Gym		

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Handout #13

Glossary

Anecdotal record - A nonsystematic method of recording a student's behavior, characteristics, and personal interactions. Anecdotal records are factual accounts of spontaneous behavior. They take the form of logs or incident reports and supplement data collected systematically.

Antecedent, Behavior, and Consequence Analysis - A technique used to systematically identify functional relationships among behaviors and environmental variables.

Baseline data - Data which reflect an operant level of the target behavior. Operant level is the level of natural occurrence of the behavior before intervention. Baseline data serve a purpose similar to a pre-test. These data provide a level of behavior against which the results of an intervention procedure can be compared.

Continuous measurement - Continuous data collected for the purpose of monitoring and evaluating student progress.

Data-based decision making - Using direct and frequent measures of behavior as a basis for comparing student performance to a desired level and making adjustments in the student's educational program based on that comparison.

Environmental assessment - A data collection process that examines the structure, interactions, organization, and climate of the learning environment.

Formative evaluation - Evaluation that occurs as skills are being developed.

Rating scale - The rating scale consists of a list of behaviors, characteristics, or traits on which the observer notes the degree of proficiency the student exhibits in his behavior, the amount of a certain behavior that he/she characteristically shows, or the quality of a product resulting from the student's behavior.

Summative evaluation - An evaluation done at the end of the program.

Systematic observation - A method of observing one or more specifically defined behaviors that involve measuring frequency, duration, and magnitude of each behavior.

Validity - The degree to which a test measures what it purports to measures; types of validity include content, criterion-referenced (predictive and concurrent), and construct.

Pretest/Post-test

Workshop II

T/F 1. Goals and objectives may need to be changed during the school year.
(T)

T/F 2. Nature of the data collected depends on the type of instructional
(T) goals.

T/F 3. Teacher-made materials are used often in evaluating IEP objectives.
(T)

T/F 4. The teacher of students with emotional handicaps is responsible for
(F) evaluating present IEP objectives and making the necessary
revisions to those objectives for the annual case review meeting.

T/F 5. It is possible to involve students with emotional handicaps in the
(T) monitoring of their progress on IEP objectives.

T/F 6. Teachers frequently are concerned that data collection may be too
(T) time consuming or difficult.

T/F 7. The evaluation of IEP objectives requires involvement from all
(T) those who interact and work with students with emotional handicaps.

T/F 8. Expectations for a student's behavior are the same no matter when
(F) the student is in the school building.

Handout #1

IEP TRACKING SHEET

Student:______________________________________ Date:_____________________

OBJECTIVE *	DATE IMPLEMENTED	DATE COMPLETED	DATA COLLECTION	COMMENTS
Keep hands to self during morning group--less than 2 aggressions per group period.	9-30-85		Frequency counts taken daily.	
Remains in seat throughout snack time--leaves seat no more than one time.	10-12-85		Frequency counts taken daily.	
Completes tasks with no more than 2 reminders to "keep working."	10-15-85	10-31-85	Frequency counts taken daily.	Tasks are no more than 5-7 minutes long.
Work consistently on a task for ten minutes with no cues.	11-1-85			

* To be copied from the student's Individualized Educational Plan.

(Shea & Bauer, 1986)

Handout #2

INSTRUCTIONAL STRATEGIES SHEET

STUDENT: ______________________________ DATE: __________

GOAL: ____

____

____

INSTRUCTIONAL STRATEGIES: ______________________________

____

____

____

____

____

____

____

CONSEQUENCES:

____

____

____

REINFORCERS:

____

____

____

DATA COLLECTION:

____

____

(Shea & Bauer, 1986)

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Handout #3

CLASSROOM BEHAVIORS:	1st	2nd	3rd	4th	5th	6th	7th
On Time	Y N						
Good Model	Y N						
Speaks Kindly	Y N						
On Task	Y N						
Follows Directions	Y N						
Completes Assignments	Y N						
Ignore Inappropriate Behavior	Y N						
Specials:	Y N						

LUNCHROOM BEHAVIORS

Follows Directions Y N

Folows Lunchroom Rules Y N

Cooperates with others Y N

On time returning to class Y N

MAINSTREAM BEHAVIORS

On Time %s

Brings Materials:

Follows Directions:

Assignments on Time:

Handout #4

WEEKLY LEVEL GRAPH (SELF-RECORDED)

ACADEMICS

	Reading	Language Arts	Social Studies	Math	Science	Health	Decision Making
100							
95							
90							
85							
80							
75							
70							
65							
60							
55							

BEHAVIORS

	Follows Directions	Quiet in Seat	On-Task	Special			
100							
95							
90							
85							
80							
75							
70							
65							
60							
55							

Handout #5

Examples of Anecdotal Records

Name: Tony

Date: 9/12/87

Situation: Free Time (a.m.)

Observation: Tony hits Jim; Jim cries. Susan and Jim call the teacher. Teacher reprimands Tony by grabbing his arm. Tony is then taken to time-out. Teacher takes Jim aside and comforts him.

Bus Behavior Record

October 1: Bill threw another student's book out of the bus window.

October 2: Throughout the bus ride, Bill passed gas, laughing continuously.

October 5: Upon reaching another student's house; Bill calls student's mother a name.

October 6: Offered to help carry another student's (who has a broken leg) book.

October 7: Pulled up a girl's skirt as she was getting on the bus.

October 8: Was quiet during the ride. Told another student he didn't feel well.

October 9: Wrote profanity on the back of the bus seat with magic marker.

Handout #6

Anecdotal Interview Recording Form

May be used with consultants, regular educators, and parents.

Teacher:

Student:

Date:

1. Can you describe in your own words the nature of the problem?

2. Can you give several details about the behavior? When does it occur? What happens after the behavior occurs? Where does it usually occur? How do the other students react when this behavior occurs?

Handout #7

FREQUENCY BEHAVIOR CHART

25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dates>>

Directions:

Indicate behavior counted ______________________________
Enter date or time period ______________________________
Cross out one number each time the behavior occurs on each date

(Shea & Bauer, 1986)

Handout #8

DURATION BEHAVIOR CHART

NUMBER OF MINUTES

20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Dates >>>

Directions:

Indicate behavior counted ______________________________

Enter date or time period ______________________________

Circle the length of time the behavior occurred during that period

Connect circles to form graph

(Shea & Bauer, 1986)

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Handout #9

LEVEL OF ASSISTANCE RECORDING

Student's Name: ______________________________

School: ______________________________

Special Education Teacher: ______________________________

Regular Classroom Teacher: ______________________________

Dates

Objective Level of Assistance

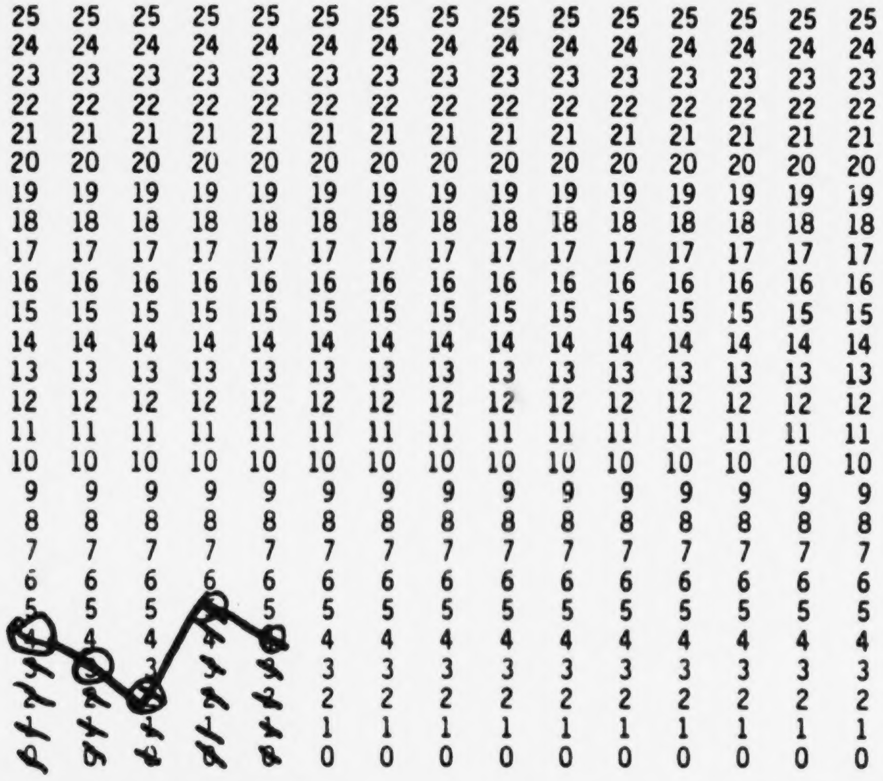
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A

Rating Code:

3 - completes the objective independently and successfully
2 - requires one verbal reminder to successfully complete objective
1 - requires direct supervision and handshaping to complete objective successfully
0 - physical assistance required
A - unable to successfully complete objective, i.e., had to be removed, refusal, tantrum, etc.

Handout #10

FREQUENCY BEHAVIOR CHART



3-1 3-8 3-15 3-22 3-29

Dates>>>

Directions:

Indicate behavior counted when Michael raises his hand to answer questi

Enter date or time period Math, 10:00-10:45, once a week

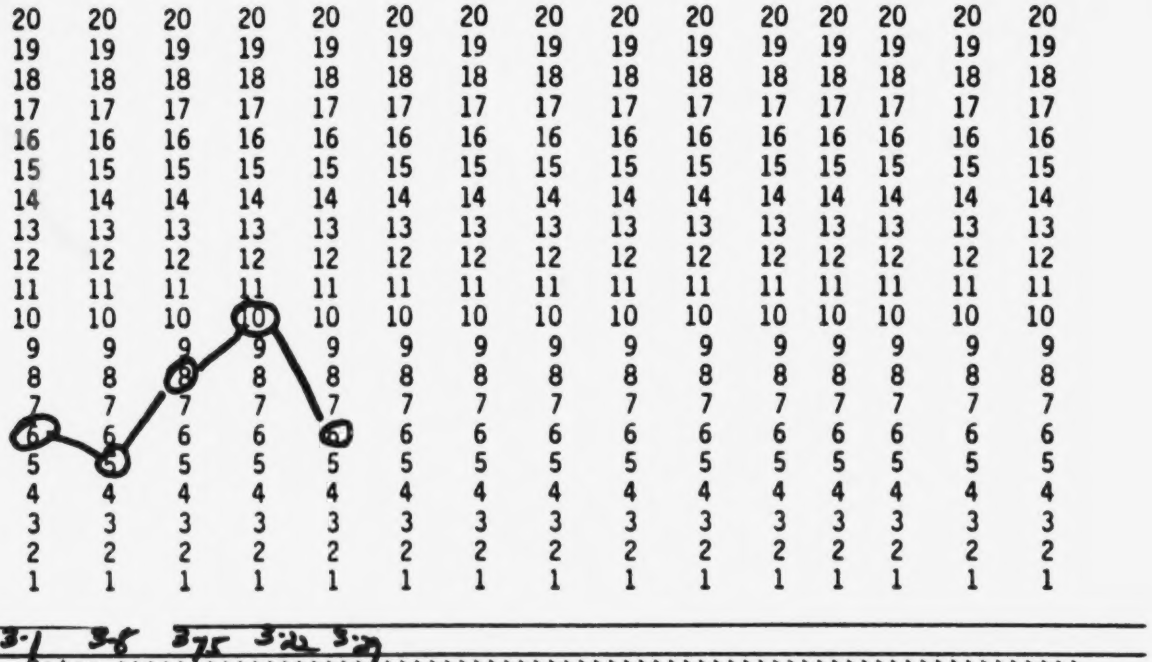
Cross out one number each time the behavior occurs on each date

(Shea & Bauer, 1986)

Handout #11

DURATION BEHAVIOR CHART

NUMBER OF MINUTES



Dates >>

Directions:

Indicate behavior counted time Ryan remains at desk

Enter date or time period during seatwork, 9:30-9:50

Circle the length of time the behavior occurred during that period

Connect circles to form graph

(Shea & Bauer, 1986)

Handout #12

LEVEL OF ASSISTANCE RECORDING

Student's Name: Carl

School: Happyvale Middle School

Special Education Teacher: Ms Efficaci

Regular Classroom Teacher: Mr. Norm

Recess/Lunch

Dates

Objective	Level of Assistance										
Carries lunch through cafeteria line and selects table	3 [✓ 2] 1 0 A	3 2 [✓ 1] 0 A	[✓ 3] 2 1 0 A	[✓ 3] 2 1 0 A	3 [✓ 2] 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
Removes tray and asks to be dismissed	3 [✓ 2] 1 0 A	[✓ 3] 2 1 0 A	[✓ 3] 2 1 0 A	3 [✓ 2] 1 0 A	[✓ 3] 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
Joins group on playground	3 2 1 [✓ 0] A	3 2 1 [✓ 0] A	3 2 [✓ 1] 0 A	3 2 [✓ 1] 0 A	3 2 1 [✓ 0] A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
Leaves playground at bell	3 2 [✓ 1] 0 A	3 [✓ 2] 1 0 A	3 [✓ 2] 1 0 A	[✓ 3] 2 1 0 A	3 [✓ 2] 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A

Rating Code:

3 - completes the objective independently and successfully
2 - requires one verbal reminder to successfully complete objective
1 - requires direct supervision and handshaping to complete objective successfully
0 - physical assistance required
A - unable to successfully complete objective, i.e., had to be removed, refusal, tantrum, etc.

Bar Graph Examples

PARAPROFESSIONAL AIDES

MODULE VII

Affective Education

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MODULE VII

Goal: Increase the paraprofessional's awareness of affective education and its role in the education of students with emotional handicaps.

Time: 45 minutes

Materials Required: Pretest/Post-test, Overhead #1, Handout #1, paper and pencils

Content and Instructional Activities:

A. ADMINISTER PRETEST.

B. PRESENT: WHAT IS AFFECTIVE EDUCATION?

Affective education is systematic instruction provided to help students acquire information, attitudes, and skills which encourage the choosing of appropriate behaviors.

C. PRESENT: WHY IS AFFECTIVE EDUCATION NECESSARY FOR STUDENTS WITH EMOTIONAL HANDICAPS?

1. Students with emotional handicaps typically experience some or all of the following: low self-esteem, poor problem solving skills, poor interpersonal skills, limited self-awareness and inappropriate behavior. While cognitive processing may be intact, their learning is often deficient due to their inappropriate feelings about themselves, significant others, and/or their environment. Other areas that often present difficulty are social skills and self-motivation. The deficiency of those skills inhibits their ability to be mainstreamed successfully.

   Teachers and paraprofessionals can intentionally teach new behaviors. They can instructing students not only for what not to do but also what to do. Teachers and paraprofessionals working with students who are emotionally handicapped are best equipped to provide such instruction because they work with students in their natural environment, reinforce them for appropriate behavior which occurs naturally, and use naturally occurring situations to practice "new" behaviors.
2. Affective education plays a significant role in the overall curriculum of the emotionally handicapped student. It's integrated with the academic and behavior management curriculum because the skills and attitudes taught through affective education cannot be separated from daily interactions.
3. Examples of areas included in affective education are:
   a. self-awareness (recognizing personal strengths and weaknesses),
   b. self-esteem,
   c. decision-making strategies,
   d. problem-solving skills,
   e. self-control (recognizing behavioral limits),
   f. interpersonal conflict resolution techniques (assertiveness and negotiation skills),
   g. communication skills,
   h. acceptance of support and positive contact (to smile while getting a pat on the back), and
   i. recognition of the consequences of their behavior (e.g., eliminating "he made me" from their vocabularies).

D. DISCUSSION ACTIVITY:

1. Ask participants how they learned such skills as problem-solving, self-control, and communication. Emphasize that most students learn by:

   a. modeling parents or significant others
   b. interacting with peers
   c. observing cues in the environment (knowing what hands up means, or lights out)
   d. being reinforced for appropriate behavior

2. Ask participants how their self-esteem has been reinforced. What kinds of things do they do or say to reinforce and develop positive self-esteem when they interact with students.

E. PRESENT: WHAT ARE SOME EXAMPLES OF HOW AFFECTIVE EDUCATION IS TAUGHT?
Display Overhead #1

Students with emotional handicaps need to learn interpersonal skills systematically, not randomly. Just as students are taught reading and math skills, they need to be taught skills for effective interpersonal relationships and personal growth.

These skills are taught through the use of several types of strategies. The three most commonly used are: behavioral intervention training, social skills training, and special counseling techniques. These strategies are easily taught in the classroom and resources are readily available to teachers to learn how to apply the techniques in the classroom.

1. Cognitive-behavioral training - This approach has been effective with a wide range of childhood behavior problems. The techniques are designed to help students identify problems and options and take action. One goal is to move the student from relying on external control from others to internal control over their own behavior. Some examples are:

   a. self-statement - This technique is easy to use. You teach students to simply say a particular statement to themselves at a given time. EXAMPLE: A student who is fearful of the dark may be taught to say to himself when he is in the dark, "I am a brave boy (girl). I can take care of myself in the dark."
   b. verbal mediation - Although this approach is similar to self-instructional training, it is easier for older students who have trouble learning to memorize or transfer learned material. Verbal mediation can take several forms, from prompting to actually recreating the problem.

   Workman (1982) describes a method of verbal mediation with written essays that become the basis for teaching appropriate skills. Either the teacher or the student prepares an essay. When the teacher prepares the essay, it describes and discusses a type of inappropriate behavior. The essay details an alternative approach and defines why it is appropriate. The essays are written at the students' vocabulary level and should relate to the variety of situations experienced by the students. When students misbehave, they copy the essay related to the misbehavior (e.g., out of seat, talking out). If the students are able to express themselves, then they are directed to develop an essay that answers four questions:

-What did I do wrong?
-What is wrong with that behavior?
-What should I have been doing instead?
-Why should I have been doing the behavior?

c. behavioral self-control - Rather than using images and verbalizations for changing behavior, behavioral self-control methods are used to foster independent regulations of behavior. These methods allow for students to accept greater responsibility for their behavior through learning techniques of self-assessment, self-monitoring, and self-reinforcement. These techniques have been found effective for increasing task behavior and reducing disruptive classroom behaviors. It is appropriate for students of all grade levels.

Self-control interventions are divided into two types: 1) self-maintenance where students use self-control procedures to maintain behaviors acquired through external teacher control and 2) self-change where students are taught self-control procedures to acquire new behaviors. Both interventions have three stages: self-monitoring or measuring, self-assessment or finding problem, and self-reinforcement. EXAMPLE:

1) Select the target behavior to change (e.g., increase on-task behavior in main class).
2) Devise a rating system (How do I count on-task behavior? What does on-task mean? Is it looking at papers?)
3) Determine the rating system interval (e.g., using a timer to ring every five minutes so can mark sheet).
4) Design the mechanics of the rating system (Tell order of things to do).
5) Implement.
6) Decide on back-up reinforcers and list these on a reinforcement menu. (Menu is what is reinforcing - e.g., free time, music time).
7) Set the criterion for reinforcement (How many times on task before reinforcement?).
8) Change the criterion level as success is achieved.
9) Periodically change the reinforcement menu to ensure desirable reinforcers.

d. problem-solving - Self-instructional programs involve problem-solving, but all problem-solving approaches do not emphasize self-instructions. These approaches are cognitive-behavioral interventions because they increase the student's awareness of his or her own behavior. It is also believed that as problem-solving skills improve, social behavior improves. Problem-solving instructional experiences are most effective when they relate to real problems and experiences, increasing the student's identification with the experience and enhancing generalization.

Several problem-solving approaches are available for use in the classroom. Each incorporates similar strategies and requires that the strategies be implemented in sequence. Games, role-playing, films, literature, etc., are all utilized during instruction of the various components.

2. Numerous social skill curricula are available for use in the classroom. These curricula should be adapted to the student's needs and the resources available to the teacher. As the curriculum is implemented, the teacher should elicit the support of parents and others who interact with the students so that they can support the students' behavioral changes.

   a. Most social skill curriculum packages include activities to teach:

      1) Initial interaction or activity (e.g., greeting, offering assistance).
      2) Maintaining an interaction or activity (e.g., listening, conversing).
      3) Following rules and regulations (e.g., listening to teacher, accepting consequences).
      4) Reinforcing others/displaying affective (e.g., smiling, giving compliments).
      5) Giving feedback to others (e.g., telling what you don't like).
      6) Attending to social cues/social expectations (e.g., good grooming, eye contact).
      7) Providing information (e.g., answering questions, expressing feelings).
      8) Indicating preferences (e.g., dealing with choices, negotiating).
      9) Coping with negative situations (e.g., seeking help, dealing with a fearful situation).
      10) Dealing with anger (e.g., receiving accusations, apologizing).
      11) Terminating an interaction or activity (e.g., leaving when an activity is completed, leaving when a situation is negative).
      12) Problem-solving (e.g., gathering information, accepting abilities and limitations).

   b. A social skill training lesson would include:

      1) What skill is to be taught?
      2) Assess-give pretest through observation or role-play.
      3) Assess performance level to determine which parts of the skill they know (e.g., Do they know how eye contact is part of paying attention?).
      4) Provide training.
         a) demonstrate behaviors in clear manner
         b) provide repetition through role-plays
         c) use several individuals to model behavior
         d) provide opportunities for practice
         e) give feedback

3. Counseling is individual or group discussion to help students gain insight into themselves and their problems and to share feelings and concerns in a confidential and supportive manner.

   In the class for students with emotional handicaps, counseling may be formal or informal. The teacher may take the counseling role. Some techniques include:

a. Empathetic/reflective listening in which the teacher responds to the student in a way that indicates empathy or understanding of the student's feelings. EXAMPLE: Teacher verbally states student's feelings (e.g., "You seem angry because someone hit you" or "It really makes you happy when you make an A.")

b. Redirection is guiding a student back to task through an alternative motivation. EXAMPLE: Teacher notices a student behaving inappropriately (e.g., getting ready to throw paper across the room) and provides an alternative response (e.g., says, "Here's a wastebasket for you.").

This technique shows the student a more appropriate response, refocuses attention, and avoids unnecessary confrontation.

c. Interpretation involves assisting the student in connecting behavior and feelings. EXAMPLE: "It makes you mad when you don't get what you want."

d. Reality Therapy uses direct questioning to help student examine actions and develop a plan for changing inappropriate behavior to appropriate behavior.

e. Relaxation Training involves teaching students to alternately relax and tense various muscle groups in a systematic order e.g., from the facial area to feet and then the complete body.

Guided imagery is sometimes used in conjunction with relaxation. This approach requires the student to imagine a very pleasant environment or circumstance (which aids in relaxation) and then to recall this environment/situation in stressful situations. This strategy is useful for students who are anxious and worry excessively.

f. Values Clarification is an approach which suggests that teacher should teach values in a systematic and responsible manner. In values clarification, teachers avoid moralizing and instilling values. Students are helped to develop their own value systems through activities based on the themes of prizing one's beliefs and behaviors, choosing one's beliefs and behaviors, and acting on one's beliefs. (Simon, Howe)

F. ACTIVITY: DISTRIBUTE HANDOUT #1.

Break into small groups (5 or 6 each) and select a recorder. Select the groups to work together and select two performance objectives from the list. For each objective, they are to design an instructional activity which can be used in the classroom. Complete activity in a few minutes. Return to large group and have each recorder share their results.

G. ADMINISTER POST-TEST.

OVERHEAD #1

COGNITIVE-BEHAVIORAL

Self-Statements

Verbal Mediation

Self-Control

Self-Assessment

Self-Monitoring

Self-Reinforcement

Problem-Solving

SOCIAL SKILLS TRAINING

Assess

Demonstrate

Practice

Model

Feedback

COUNSELING

Empathetic Listening

Redirection

Interpretation

Reality Therapy

Relaxation Training

Values Clarification

HANDOUT #1

EXAMPLES OF AFFECTIVE GOALS - OBJECTIVES

GOAL: The student will obey school rules.

Condition: 1) During classroom discussion
Desired Performance: The student will raise his hand for attention.
Criterion: With no more than one infraction each class discussion.

Condition: 2) During a structured classroom situation.
Desired Performance: The student will remain in seat.
Criterion: With no more than three infractions each period.

Condition: 3) During classroom discussion and activities.
Desired Performance: The student will speak in volume appropriate to the setting.
Criterion: With no more than three infractions per school day.

Condition: 4) During school year.
Desired Performance: The student will arrive to school on time.
Criterion: With no more than five "tardy's" per grading period.

Condition: 5) During school year.
Desired Performance: The student will attend school regularly.
Criterion: With no more than three absences infractions per grading period.

GOAL: The student will improve his self concept.

Condition: 1) During a school day.
Desired Performance: The student will maintain a neat/clean appearance.
Criterion: 90% of the time.

Condition: 2) During a work situation.
Desired Performance: The student will share materials with peers.
Criterion: With no more than one infraction per session.

Condition: 3) During the school day.
Desired Performance: The student will make a positive statement about himself.
Criterion: At least twice each day.

Condition: 4) When complimented by a peer.
Desired Performance: The student will respond appropriately.
Criterion: 90% of the time.

PRETEST/POST-TEST

T F 1. Affective education gives coping skills to students for survival in negative, unstructured, and unorganized homes.

T F 2. Affective goals are modeled and reinforced by the teacher/ paraprofessional throughout the school day.

T F 3. Affective education cannot strengthen student understanding of individual excellence and difference.

T F 4. Affective education is here and now instruction.

T F 5. Some basic models for affective education are cognitive, behavioral interventions, and counseling techniques.

1. Affective Education (C)
2. Counseling (D)
3. Modeling (E)
4. Problem-Solving (F)
5. Verbal Mediation (A)
6. Social Skills (B)

_____A. A process whereby a person cognitively talks him/herself through a situation in order to better internalize control.

_____B. Behaviors which help persons behave in ways that are rewarded and avoid behaving in ways that are punished.

_____C. Systematic instruction to help students acquire information, attitudes, and skills which will encourage appropriate behavior and mental health.

_____D. Individual or group discussion to help students gain insight into themselves and their problems.

_____E. Demonstrating a desired behavior.

_____F. A method of assessing alternative ways of behavior and selecting the most appropriate.

PARAPROFESSIONAL AIDES

MODULE VIII

Interactive Skills

MODULE VIII

Goal: Increase the paraprofessional's ability to utilize appropriate strategies and skills when interacting with students.

Time: 75 minutes.

Materials Required: Pretest/post-test, Overheads #1-4, Handouts #1-9, Chart paper, and markers.

Content and Instructional Activities:

A. Administer pretest.

B. Present: Introduction.

"It is the quality of the teacher-learner relationship that is crucial." (Dr. Thomas Gordon, TET). The way that the paraprofessional communicates can be detrimental or it can facilitate the teacher/paraprofessional/student relationship; it can promote learning or create a block to learning.

An example of blocking learning; the paraprofessional might say,

"Here is your math paper; redo it. You missed six problems."

OR

An example of promoting learning; the paraprofessional might say,

"This is good work. You've worked 15 problems correctly. I see you had some difficulty with a few problems. Let's take a look at those together."

An example of blocking communication: "I wish you would participate and talk more in this group."

A better alternative might be;

"I really enjoyed our conversation this morning. Your ideas and thoughts on the subject were very good. Share your thoughts with the group. I know they would want to hear them, too."

Discussion Activity: Brainstorm with participants and list ideas that respond to the question, "What is open and honest communication?".

Open and honest communication is active listening and exchanging ideas, thoughts, and feelings. Active listening also creates effective communication and promotes effective, non-threatening classroom environments. It is imperative that these skills are utilized throughout the day when interacting with students because they impact upon the students' development, both academic and personal.

C. Learning Activity #1. Present: The ten roadblocks to communication. Display Overhead #1 and ask participants to give an example of each.

Distribute Handouts #1 and #2.

D. Learning Activity #2. PRESENTER refer to Handouts #1 and 2.

Part One: As a group using Handout #1, discuss the feelings. What is the impact of student's feelings upon behavior, attitude, motivation, and performance?

Part Two: Divide into two groups. Assign 5 roadblocks to each group. Look at the verbal examples on handout. Develop your own statements to show a better kind of response.

Come back together as a group, and discuss again the feelings associated with the 10 roadblocks. Use Overhead #2 to facilitate this discussion and relate behaviors to the more appropriate statements developed in part one.

Discussion Questions:

1. What kind of learning environment is created when these statements are used?

2, How would the use of the 10 roadblocks hinder communication between the teacher, the paraprofessional, and the student?

E. Learning Activity #3

1. Distribute Handout #3.

2. Divide into small groups.

3. Have the groups interpret the poem in Handout #3. Strive for reading between the lines.

4. Discuss the interpretations. Note that effective listeners must also "read between the lines" and look at a speaker's nonverbal and vocal cues, at body language, and tone of voice. (Building Active Listening Skills, Judi Brownell)

5. Summary - Empathetic listening does not guide the conversation but encourages the speakers to share their feelings. Striving for an understanding of the person speaking, not just the message interpreted.

F. Learning Activity #4

1. Distribute Handout #4.

2. Ask discussion questions:

   a. Why is it important to show sincerity?
   b. How does body language also communicate sincerity?
   c. Why is it important that my response show understanding?
   d. Why must you genuinely accept the feelings expressed by students?

3. Individual Activity: Direct each participant to list two situations in which they used empathic listening. Ask for volunteers to share situations with group.

G. Present: Give examples of how specific types of communication are used in the classroom.

1. Nonverbal communication - Nonverbal factors carry more than 65% of the meaning of an interpersonal message, and when it contradicts the verbal content it confuses the listener. Generally, the nonverbal cues are taken to be more reliable than the verbal cues.

   Some students with emotional handicaps rely heavily on nonverbal cues because they have had to survive in their environment. On the other hand, some students with emotional handicaps don't know how to interpret nonverbal cues and become confused about the message being given.

   Display Overhead #2. Describe and demonstrate how each of the behaviors are used. Relate them to classroom communications and examples. Prepare for role-play to exemplify the impact of nonverbal behavior.

   1) Divide into pairs.
   2) Engage in a 3 minute conversation about what you like about your job. Use both warm and cold behaviors in talking and listening.
   3) In pairs, discuss which nonverbal behaviors were utilized and how they impacted on the discussion.

   Questions for follow-up of role playing.

   1) What are the positive and negative effects of nonverbal communication?
   2) Can you convey feelings without words? How?
   3) What implications does this role have for working with your students?

2. Gestures/Touch/Physical Stance - Movements and posture give you information about the person's attitude. A lot of eye contact, a forward body lean, openness of arms, positive facial expressions, and a relaxed posture foster positive communication. (Active Listening Skills, Judi Brownell)

   It is of paramount importance to be aware of the student with emotional handicaps personal space. Be sure to know which students accept touch and which ones won't.

   Distribute Handout #5

   Here are some examples of nonverbal communication that convey different attitudes. Ask how you decide in what way to respond to various nonverbal behaviors. Encourage the paraprofessional to discuss with the teacher how to respond or communicate with the student who is displaying a particular attitude. This is important for consistency.

3. Physical Space - The distance in which individuals communicate depends on a variety of factors such as age, sex, personality, and the specific relationship.

   Group discussion -- Distribute Handout #6.

Do the examples (on handout) hold true from your observations?

Use the following as guide for discussion:

-- pairs of women stand closer when speaking than male-female pairs

-- male-female pairs stand closer together than do males

-- individuals stand closer to the very old or the very young

-- listeners stand closer to those perceived as pleasant & friendly

-- speakers seeking approval tend to stand closer to the listener

-- individuals with high self-confidence stand closer

-- those with high affiliative needs stand closer than introverts

-- the setting affects the distance at which individuals stand

Personal Distance

How do you feel when someone speaking to you is standing too close? Often this will effect your concentration, cause you to back up, shift your weight, look away, cross your arms -- anything to maintain more distance! (Building Active Listening Skills, Judi Brownell). You're uncomfortable because your personal space has been invaded.

Activity

1) Pair off.
2) Find out where the comfort begins and ends in your personal distance.
3) Discuss what impact this awareness has upon your work in the classroom.

4. Timing - Timing plays an important role in your communication effectiveness. Often communication is unproductive because the participants underestimate the importance of appropriate timing. Teachers and paraprofessionals need to be aware of how critical timing is when dealing with students with emotional handicaps. Share the following examples:

EXAMPLE: The student has just returned from his mainstreamed class. You have already been informed that there was a confrontation, and he is emotionally upset. You intended to give back a math paper to correct. Because of his emotional state, you decide that this is not the right time to give this paper back.

EXAMPLE: Two students have been engaged in a checkers game. A verbal confrontation develops, but the two students, without the help of the teacher or paraprofessional, resolve their own problem. Positive communication and problem-solving skills have taken place. The teacher or paraprofessional is about to transfer into an academic lesson. The teacher or paraprofessional decide to allow the positive interaction between the students to continue.

Ask for examples of how timing has been a factor in successfully responding to a student and how it precipitated a negative response from a student.

5. Clothes/Appearance - Clothing and appearance contribute to the person's image and affect how others perceive you. Appropriate clothing and good grooming show self-respect, respect for others, and convey confidence, and status.

   Remember, you are a role model, and many students with emotional handicaps need appropriate role models.

H. Learning Activity #5. Values

Our values often influence how we interpret communications and how we respond to students' statements and behaviors. It is important that we recognize that our values do enter into our interactions with students. Become aware that often values collide and teaching becomes secondary until the value conflict has been resolved.

It is important to remember that many of your values were influenced by people you admired and who modeled for you. You are in a role to become a model for a student assessing their values and adopting new values. One way to increase your awareness of your values and how they impact upon your behavior is to examine your values. The following exercise is an example of a tool for clarifying your values. It could also be used in the classroom with students.

1. Distribute Handout #7, and display Overhead #3.

2. Direct participants to answer the questions displayed on the overhead by drawing, in the appropriate area on the coat of arms, a picture, design, or symbol. Use words only in number six.

3. Ask for volunteers to share one aspect of their coat of arms. Ask how what they identified could influence their interactions with students.

I. Summary. Distribute Handouts #8 and 9.

Handout #8 summarizes many issues and skills we discussed. Handout #9 is a list of recommended readings on self-growth and understanding. Both should help you improve your effectiveness in communicating with students and others.

OVERHEAD #1

ROADBLOCKS TO COMMUNICATION

1. ignoring
2. ordering
3. threatening
4. sympathizing
5. moralizing
6. lecturing
7. judging
8. blaming
9. diagnosing
10. humiliating

Teacher Effectiveness Training
Thomas Gordon

OVERHEAD #2

Warm Behaviors	*	Cold Behaviors
direct eye contact	*	stare
touching	*	fake yawn
smiling	*	looking away
nods	*	nervous habits, fidgeting
eyes wide open	*	shake head negatively
forward lean	*	moves away from speaker
positive facial expression	*	negative facial expression

OVERHEAD #3

COAT OF ARMS

1. What do you regard as your greatest personal achievement to date?

2. What do you regard as your family's greatest achievement?

3. What is the one thing that other people can do to make you happy?

4. What do you regard as your own greatest personal failure to date?

5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?

6. What three things would you most like to be said of you if you died today?

FEELINGS

They make me stop talking, shut me off.

They make me defensive and resistive.

They make me argue, counterattack.

They make me feel inadequate, inferior.

They make me feel resentful or angry.

They make me feel guilty or bad.

They make me feel I'm being pressured to change so that I'm not accepted as I am.

They make me feel the other person doesn't trust me to solve my problem.

They make me feel I'm being treated paternalistically, as if I were a child.

They make me feel I'm not being understood.

They make me feel my feelings aren't justified.

They make me feel I've been interrupted.

They make me feel frustrated.

They make me feel I'm on the witness stand being cross-examined.

They make me feel the listener is just not interested.

HANDOUT #2

1. Ordering, commanding, directing. Example: "You stop complaining and get your work done."

2. Warning, threatening. Example: "You'd better get on the ball if you expect to get a good grade in this class."

3. Moralizing, preaching, giving "shoulds" and "oughts." Example: "You know it's your job to study when you come to school. You should leave your personal problems at home where they belong."

4. Advising, offering solutions or suggestions. Example: "The thing for you to do is to work out a better time schedule. They you'll be able to get all your work done."

5. Teaching, lecturing, giving logical arguments. Example: "Let's look at the facts. You better remember there are only thirty-four more days of school to complete that assignment."

6. Judging, criticizing, disagreeing, blaming. Example: "You're just plain lazy or you're a big procrastinator."

7. Name-calling, stereotyping, labeling. Example: "You're acting like a fourth-grader, not like someone almost ready for high school."

8. Interpreting, analyzing, diagnosing. Example: "You're just trying to get out of doing that assignment."

9. Praising, agreeing, giving positive evaluations. Example: "You're really a very competent young man. I'm sure you'll figure how to get it done somehow."

10. Reassuring, sympathizing, consoling, supporting. Example: "You're not the only one who ever felt like this. I've felt that way about tough assignments, too. Besides, it won't seem hard when you get into it."

11. Questioning, probing, interrogating, cross-examining. Examples: "Do you think the assignment was too hard?" "How much time did you spend on it?" "Why did you wait so long to ask for help?" "How many hours have you put in on it?"

12. Withdrawing, distracting, being sarcastic, humoring, diverting. Examples: "Come on, let's talk about something more pleasant." "Now isn't the time." "Let's get back to our lesson." "Seems like someone got up on the wrong side of the bed this morning."

Teaching Effectiveness Training
Thomas Gordon

HANDOUT #3

THE PROCESS OF INTERPRETATION

I suppose it was something you said
That caused me to tighten and pull away.
And when you asked, "What is it?"
I, of course, said "Nothing."
Whenever I say, "Nothing,"
You may be very certain there is something.
The something is a cold, hard lump of
Nothing.
--Lois Wyse
Love Poems for the Very Married

HANDOUT #4

Questions to help develop empathic listening skills:

- Do I understand the person who is speaking?
- Am I letting my personal opinions, feelings, and attitudes affect my response?
- Am I sensitive to the speaker's vocal _and_ nonverbal cues?
- Do I sincerely care about this person?

Building Active Listening Skills
Judi Brownell

HANDOUT #5

Attitudes Are Often Communicated Nonverbally

Defensiveness

crossed arms or legs
pointing finger

Evaluative

shaking finger
scowl
hands on hips
taking of glasses, cleaning glasses

Insecurity

fidgeting with hair, glasses
chewing on pen
biting fingernails

Confidence

hands behind back
shoulders back
hands in pockets with thumbs out

Nervousness

clearing throat
lack of eye contact
hand over mouth
perspiration

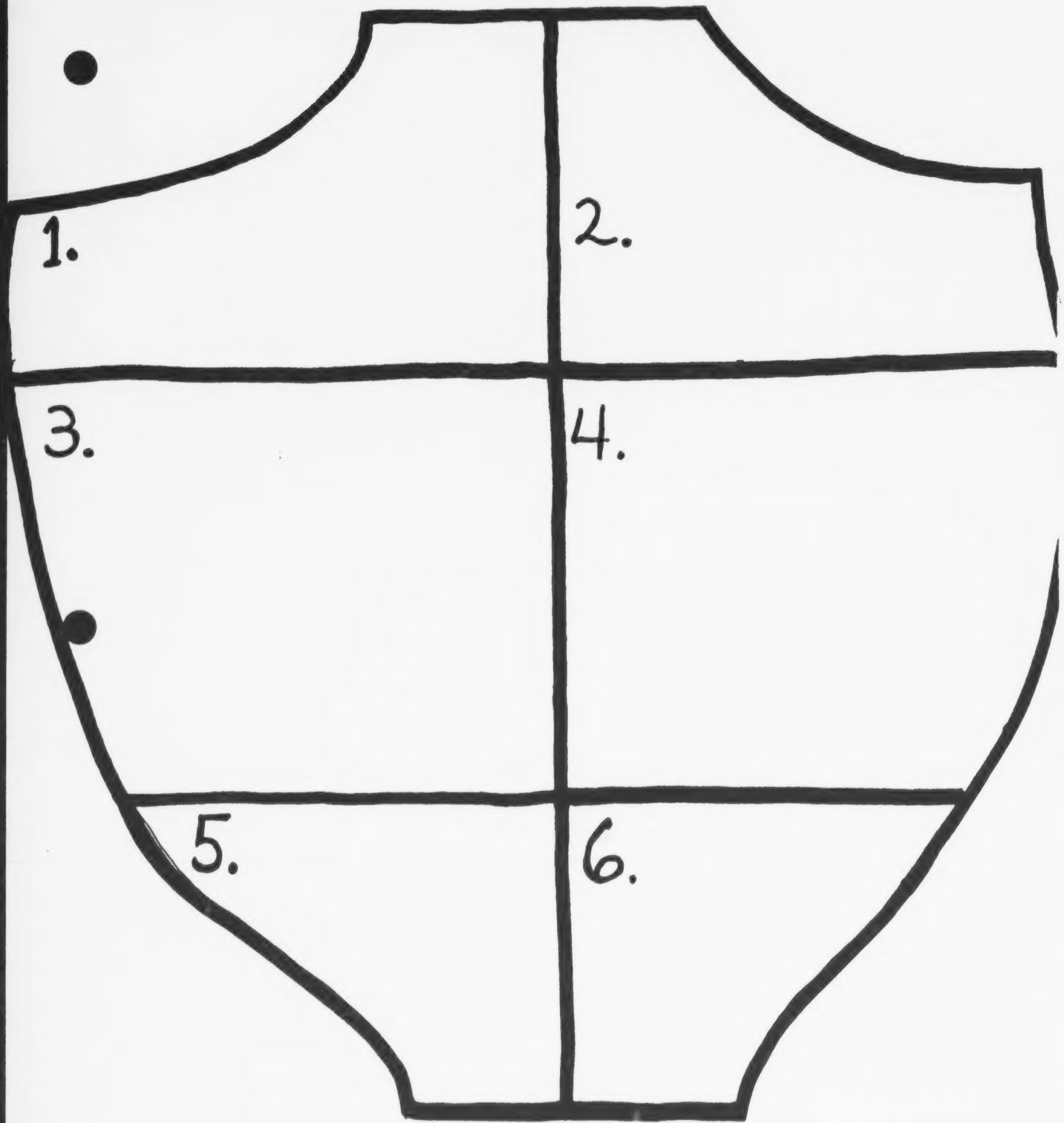
Frustration

short fast breath
biting lip
clenched fists
rubbing back of neck

HANDOUT #6

- pairs of women stand closer when speaking than male-female pairs
- male-female pairs stand closer together than two males
- individuals stand closer to the very old or the very young
- listeners stand closer to those perceived as pleasant and friendly
- speakers seeking approval tend to stand closer to the listener
- individuals with high self-confidence stand closer
- those with high affiliative needs stand closer than introverts
- the setting affects the distance at which individuals stand

HANDOUT #7



HANDOUT #8

TIPS FOR PARAPROFESSIONALS

1. Maintain a sense of humor. Sometimes smiling or laughing with (not at) students can diffuse a potentially explosive situation.
2. Be consistent. This eliminates the possibility of students "begging" for special favors.
3. Never "back a child into a corner" -- always give them choices and a way out of a power struggle.
4. Don't take negative comments personally.
5. ACT instead of REACT to an inappropriate situation.
6. Avoid power struggles by negotiating so BOTH get what they want.
7. Don't hold a grudge. Remember, the reason they are in your program -- they ARE emotionally handicapped.
8. Don't criticize or embarrass students in front of others.
9. Know when to ask for help if interventions tried have not been effective.
10. Model appropriate behavior.
11. Follow through with promises, consequences, and rewards.
12. Don't make statements lightly -- students remember.
13. Don't scream. "Usually," the quieter you speak, the more students listen.
14. Be clear -- make sure you say what you mean.
15. The best laid plans may not succeed -- always have alternatives.
16. Have accurate expectations.
17. Find a way to reward yourself at the end of every day. RELAX!!

Handout #9

Reading List for Affective Self-Growth and Rejuvenation

1. *A Child Called Noah - A Family Journey* Josh Greenfield
2. *A Place for Noah* Josh Greenfield
3. *A Circle of Children* Mary MacCracken
4. *Lovey: A Very Special Child* Mary MacCracken
5. *City Kid* Mary MacCracken
6. *Son Rise* Barry Neil Kaufman
7. *To Love is to be Happy With* Barry Neil Kaufman
8. *Go Ask Alice* (Prentice - Hall, 1967)
9. *Ordinary People* Judith Guest
10. *P.S. You're Not Listening* Eleanor Craig
11. *One, Two, Three* Eleanor Craig
12. *If We Could Hear the Grass Grow* Eleanor Craig
13. *Lisa, Bright and Dark* John Nuefeld
14. *I Never Promised You a Rose Garden* Green
15. *Nine Rotten Lousy Kids* Herbert Grossman
16. *Dibs: In Search of Self* Virginia M. Axline
17. *There is No School on the Sixth Floor* Ron Jones
18. *Children with Emerald Eyes* Mira Rothenberg
19. *The Small Outsider* Hundley
20. *One Child* Torey Hayden
21. *Somebody Else's Kids* Torey Hayden
22. *Murphy's Boy* Torey Hayden
23. *The Throwaway Children* Lisa Aversa Richette
24. *Starving for Attention* Cheryl Boone O'Neill
25. *Too Deep for Tears* Lucy Freeman (with Jenny and Rosette Spinga)
26. *Sybil* Flora Rheta Schreiber
27. *The Best Little Girl in the World* Steven Lovenkran

28. No Language But a Cry Richard D'Ambrosio

29. The Minds of Billy Milligan Daniel Keyes

30. And I Don't Want to Live This Life Deborah Spungen

31. Jordi, Lisa, and David Theodoe Isacc Rubin

32. A Cry for Help Mary Giffin and Carol Felsenthal

33. The Story of Sandy Susan Stanhope Wexler

34. They Cage the Animals at Night Jennings Burch

35. Love is Not Enough Bruno Bettleheim

36. Haywire Brooke Hayward

37. Papa John John Phillips

38. A Home for the Heart Bruno Bettleheim

39. The Angel Inside Went Sour Ester Rothman

40. The Acorn People Ron Jones

41. The Way It Spozed To Be James Herndon

42. The Bell Jar Sylvia Plath

43. Going Crazy Otto Friedrich

44. Will The Real Teacher Please Stand Up Mary Green

45. One Little Boy Dorothey Baruch

46. Growing Up Dead Brenda Rabkin

47. The Fall of Freddie the Leaf Leo Buscaglia

48. The Tragic Tale of the Dog Who Killed Himself Richard Jennings

49. Hope for the Flowers Trina Paulus

50. The Little Prince Antoine de Saint Exupery

51. Tunnel Vision Fran Arrick

52. I'm Dancing as Fast as I Can Barbara Gordon

53. Up the Down Staircase Bel Kaufman

54. Irregular People Joyce Landorf

55. City Kid Mary MacCracken

56. No Language But A Cry Richard D'Ambrosio

57. For the Love of Ann James Copeland

Pretest/Post-test

T 1. T/F - Sympathizing can block communication.

T 2. T/F - Effective listeners must read between the lines.

F 3. T/F - Empathetic listening guides the conversation and does not encourage the speaker to share feelings.

F 4. T/F - Values clarification is important to convey and project your own set of values to the student.

F 5. T/F - Nonverbal cues carry less weight than verbal messages when communicating.

T 6. T/F - Nonverbal cues are taken to be more reliable than verbal cues.

F 7. T/F - Physical stance does not give you information about a person's attitude.

T 8. T/F - The distance in which individuals communicate depends upon a variety of factors.

T 9. T/F - No matter what you do, what you say, or your dress, you are a role model.

T 10. T/F - Feelings and attitudes are often conveyed indirectly through what a person is saying.

PARAPROFESSIONAL AIDES

MODULE IX

Effective Time Management

MODULE IX

Goal: Increase the paraprofessional's skills in time management.

Time: 45-60 minutes of group activity. Time for completing a self-instructional activity would vary.

Materials Required: Overhead #1 and Handouts #1 and #2.

Content and Instructional Activity:

A. INTRODUCTION

The paraprofessional is to assist the teacher with both educational activities and nonteaching tasks. The teacher, not the paraprofessional, is accountable for the instructional program in the classroom. The teacher may delegate to the paraprofessional responsibilities which are based on specific educational plans, however, the teacher formulates, directs, and supervises those plans.

The paraprofessional is a team member who works under the supervision of the teacher. The paraprofessional frees the teacher from routine daily tasks. The paraprofessional carries out the educational programs developed by the teacher and support personnel.

The paraprofessional's ability to manage their time appropriately influences their effectiveness in the classroom, thus impacting upon the students' success. An assessment of the issues which impact upon how you manage your time and make decisions not only helps prioritize your activities, but also targets areas where more training may be helpful.

The following questions and statements should be discussed with your supervising teacher. The information gleaned from the discussion can determine your schedule and how you operate within the classroom.

B. DISTRIBUTE HANDOUT #1

Discuss each item. Encourage participants to make notes regarding what they will do or what they need to know as you go through the list.

C. DISTRIBUTE HANDOUT #2

Discuss each item. Encourage participants to share how they have addressed the issues presented.

HANDOUT #1

Do you know?

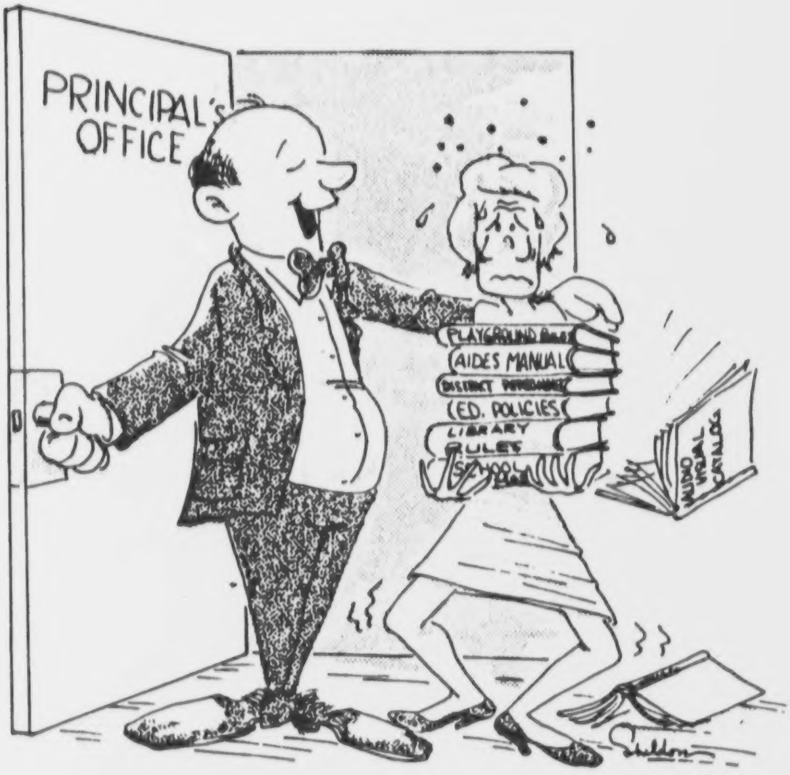
1. What are your specific school work hours?
2. Do you have a scheduled break? When?
3. Have you clarified with your teacher any flexibility in scheduled lunch and scheduled/unscheduled breaks?
4. Do you know what is expected of you when students are not present?
5. Do you know all of the students' daily/weekly instructional and noninstructional schedules? What is your role in meeting the schedules?
6. Do you know the students' instructional priorities? Behavioral priorities?
7. Do you know what is expected of you as a paraprofessional?
8. What does the teacher expect of you before school, first thing upon arrival to school, and before you leave for the school day?
9. Do you know your specific instructional and noninstructional tasks and responsibilities and when the teacher expects them to be accomplished?
10. What materials and equipment are you expected to use?
11. What are the available personnel and material/equipment resources in your school and where they are located?
12. When do you and the teacher meet to discuss daily activities or special changes in scheduling?
13. How should a disagreement or misunderstanding between you and the teacher be handled?

HANDOUT #2

Activities to develop and enhance time management skills:

1. Develop with the teacher a specific daily personal time schedule for lunch and any scheduled breaks.
2. Continue the above discussion of your daily personal time schedule and openly talk about any flexibility.
3. Develop with the teacher specific responsibilities and expectations during the times when students are not present.
4. Discuss with the teacher students' daily and weekly schedules and write down who is responsible for what.
5. Discuss with the teacher students' daily/weekly educational/behavioral priorities.
6. Discuss with the teacher her expectations.
7. Make a list of morning and end of day duties.
8. Develop with the teacher a list of noninstructional and instructional responsibilities.
9. List with the teacher available classroom materials, equipment, and resources.
10. Develop a list of school-based personnel and material resources and where they are located.

OVERHEAD #1


PRINCIPAL'S OFFICE
PLAYGROUND RULES
AIDES MANUAL
DISTRICT
ED. POLICIES
LIBRARY RULES
SCHOOL
AUDIO VISUAL CATALOG
Sheldon

"There now, Mrs. Jones, I'm sure you're ready to be an aide."

PARAPROFESSIONAL AIDES

MODULE X

Legal and Ethical Issues

MODULE X

Goal: Increase the paraprofessional's understanding of the nature and role of the legal and ethical issues in working with students with emotional handicaps.

The purpose of this section is to establish a basis for instruction of paraprofessional aides on legal and ethical issues. It is designed for individual and/or group instruction. The paraprofessional's understanding of this material will be enhanced by the reading of Suggestions for the Use of Selected Behavioral Management Techniques.

Time: 60 minutes.

Materials required: Handouts #1-#5.

Background preparation: The trainer is encouraged to read and thoroughly know the contents of "The Family Education Rights and Privacy Act of 1974" and Suggestions for the Use of Selected Behavioral Management Techniques.

Instructional Activities and Content:

A. Distribute Handout #1. Discuss with the trainees. These are questions they should be able to answer by the time they have completed the workshop.

B. Present Introduction.

Paraprofessionals need to be aware of the legal and ethical issues pertaining to confidentiality and selected behavioral management techniques. It is the purpose of this workshop to provide information on the legal and ethical issues pertaining to students with emotional handicaps.

The paraprofessional will probably read and hear personally identifiable information about students that is confidential. What they hear may be the results of tests, financial, medical, or social information, comments on behavioral management techniques, or information concerning the family. The paraprofessional must be careful with whom they share what they have learned. It is important to remember that confidentiality and respect for the rights of others is not limited to the paraprofessional's interactions with other staff members. It is unprofessional and illegal to share information from the student's records with others who are not directly involved with the student's education.

Local practices may differ as to who may have access to student records. The school will maintain a current listing of the names and positions of those employees, within the school, who may have access to personally identifiable information. Each school will also keep a record of persons obtaining access to education records that are collected, maintained, and used. The record includes the name of the person, date access was given, and the purpose for which the person was authorized to use the records.

Occasionally, persons interested in the welfare of the child; i.e., other school personnel, community resource persons, bus drivers, school patrons, and even parents will ask the paraprofessional questions about the student's progress. The teacher is the most appropriate person to answer those questions and to discuss the student's progress. The paraprofessional should direct any questions about a student which entails sharing of confidential information to the appropriate teacher.

Professional behavior and attitudes towards students' confidential information does not end with the close of the school day. The paraprofessional is a representative of their school and needs to respect the rights and privacy of students beyond the school day.

In summary, the paraprofessional should refrain from: (a) airing school problems and confidential matters, including personalities, outside of school circles; (b) discussing administrative, interdepartmental, and interschool problems in the presence of students; and (c) gossiping about problems with those who cannot assist in a solution.

C. Discuss the following questions:

1. What is confidentiality?
2. What is the background of confidentiality in Rule S-1 and The Family Education Rights and Privacy Act?
3. What are the legal, professional, and ethical aspects of confidentiality?
4. What information is included in directory information, personally identifiable information, and student's educational records?
5. What is the school's policy in regards to who has access, what form is filled out, and any other local procedures with school records?
6. Who and who not can students' confidential information be shared?
7. What lounge talk, gossip, after school hours' discussion of students, and school confidential matters can be discussed?
8. What is the paraprotessional's role as a member of the instructional team, school team, and community setting?

D. Present introduction to legal and ethical issues related to behavioral management techniques.

A well-managed classroom is essential for successful programming for students with emotional handicaps. A carefully managed and structured classroom allows paraprofessionals, under the supervision and guidance of teachers of emotionally handicapped students, to be involved in instruction and activities designed to meet the behavioral goals outlined in the student's IEPs. Often, this involvement may require that paraprofessionals use special management techniques in their interactions with students. It is important that paraprofessionals and teachers feel secure in their use of the behavior management techniques and are aware of the issues impacting upon their usage.

The legal and ethical issues relating to classroom control are extremely important. Students' rights are an issue of critical concern in today's schools. Now, more than ever before, paraprofessionals need to be aware of the legal and ethical issues pertaining to the use of selected behavioral management techniques and providing special education to students.

Federal and state rules and regulations influence special education programming in general. Locally, policies and procedures direct the daily operation of programs and should address the issues related to protecting students' rights as related to the implementation of behavioral management techniques. It is imperative that paraprofessionals discuss with the teacher the regulations and how they effect what can or cannot be done when using behavioral management techniques. For example, are passive physical restraint, time-out, and adversive stimuli allowed? How long can a student be in time-out? When are restraints used appropriately? How do you get permission to physically intervent? Paraprofessionals will minimize the legal and ethical problems arising from the implementation of selected behavioral management techniques if the policies and procedures are discussed with the teachers. Further, beliefs that all students should be treated with respect and dignity will be reinforced.

The school administrator, teachers, and paraprofessionals have mutual responsibility for training in the use of behavioral management techniques. All must be qualified and feel secure in implementing, monitoring, and evaluating the use of these techniques. Training is important, not only because it provides for security, but also it increases the probability that the techniques will be applied appropriately and successfully.

Paraprofessionals need to ask and obtain answers for the questions on Handout #1. For example, what procedures do teachers want followed in implementing selected behavioral management techniques when they are out of the classroom? Local school policies and procedures should have addressed expectations when this occurs. Knowing and following the rules can prevent problems and decrease the probability of liability if an injury should occur.

Protecting student's rights against arbitrary judgments of others is a complex matter. Both the goals and methods of behavioral management procedures must respect the rights of the individual student. This means that all selected behavioral management techniques and behavior of the paraprofessional at all times must respect the basic human dignity of the student.

E. Discuss the following questions with the classroom teacher:

1. What selected behavior management techniques will be used in your classroom?

2. What is your school's policy and procedures for the use of selected behavioral management techniques?

3. What specific training programs are there in the use of selected behavioral management techniques?

4. What is the system for reviewing proper and consistent selected behavioral management techniques?

5. What is your responsibility with the use of selected behavioral management techniques?

6. Which procedures do you use when the teacher is out of the room?

7. What is your responsibility in collecting and maintaining data on selected behavioral management techniques?

8. What are the liability issues in the use of selected behavioral management techniques?

F. Review answers to Handout #1 as a group after distributing Handout #2.

HANDOUT #1

1. What is confidentiality?
2. What are some examples of what is included in a student's education record?
3. What are some examples of students' personally identifiable information?
4. What are some examples of other confidential school matters?
5. What is included in students' directory information?
6. Who has access to school education records?
7. Do you have access to school education records?
8. Where are the students' education records kept?
9. Can you take education records to your classroom, home, or outside the school building?
10. Is your name or position on the master school list for personnel having access to education records?
11. With whom should you share education records and/or personally identifiable information?
12. What will you do when you are asked questions after school hours about students' performance or problems?
13. Does your school environment support the use of selected behavioral management techniques?
14. Does your teacher support the use of selected behavioral management techniques?
15. Do you support the use of selected behavioral management techniques?
16. Have you been trained by your teacher or other personnel in the use of selected behavioral management techniques?
17. Are you knowledgeable of the school's policies and procedures for selected behavioral management techniques?
18. Have you and your teacher set up a system for reviewing selected behavioral management techniques?
19. Does your school policy allow you to implement selected behavioral management techniques?
20. Do you communicate with your teacher your style in implementing selected behavioral management techniques?

21. What are your responsibilities with the other students when your teacher is implementing a selected behavioral management technique with a particular student?

22. Have you and your teacher discussed consistency in your implementing selected behavioral management techniques?

23. Are you responsible for collecting and maintaining data on selected behavioral management techniques?

24. Are you well-trained in the ethics and implementation of selected behavioral management techniques?

25. Are you covered by your school's liability insurance?

26. Can you, when your teacher is not in the room, implement selected behavioral management techniques?

HANDOUT #2

Answers to Questions Listed on Handout #1

1. Keeping information and matters on students, teacher, other school personnel, and school private.

2. Education records means those records which: (1) are directly related to a student and (2) are maintained by an educational agency or institution. Examples: medical, psychological, social history, financial information, and case conference reports.

3. Personally identifiable means that the data or information includes: (a) the name of the student, the student's parent, or other family member; (b) the address of the student; (c) a personal identifier, such as the student's social security number or student number; (d) a list of personal characteristics which would make the student's identity easily traceable, or other information which would make the student's identity easily traceable.

4. Other student information materials.

5. Directory information includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

6. Local decision - you need to know.

7. Each school is required to post a list of staff members who are allowed access to school education records. You need to check the list to see if your name is on it.

8. Local decision - generally, administrative office area.

9. Local decision - generally, you can take education records to your classroom, but not keep them overnight. Generally, education records should not be taken out of the school building.

10. Local decision - you need to check the access list.

11. Share only with teacher and/or administrator unless you are directed to do otherwise.

12. "I'm not allowed to share student's confidential information." OR "That information is confidential, and I'm not allowed to share it with anyone."

13. You need to discuss with your teacher your school's policy and procedures for the use of behavioral management techniques.

14. You need to find out what the teacher's philosophy is about the use of selected behavioral management techniques.

15. You need to develop your own philosophy about the use of selected behavioral management techniques after discussing this with your teacher and reviewing the school's policies and procedures. You will; however, be expected to support the local school corporation's directives.

16. Yes/No. Training is a mutual responsibility between paraprofessional, teacher, and administration. If you feel uncomfortable about using any behavioral management technique, don't hesitate to ask for help.

17. There should be a copy of your school's policies and procedures in your classroom. You need to be thoroughly familiar with its contents.

18. It is important that the use of selected behavioral management techniques be reviewed regularly to be sure they are still appropriate for a particular student.

19. You need to check with your teacher to find out what your responsibilities are in implementing selected behavioral management techniques.

20. You need to discuss with your teacher how your style effects the implementation of selected behavioral management techniques.

21. You need to ask your teacher what your responsibilities are with the other students when she is dealing with a specific student.

22. Make sure you understand what your teacher means by consistency in implementing selected behavioral management techniques!

23. You need to discuss with your teacher your responsibility in collecting and maintaining data which is needed to monitor selected behavioral management techniques.

24. To become well-trained in the ethics and implementation of behavioral management techniques, you should be aware that it is an ongoing process and that it should be discussed regularly.

25. You need to check with your teacher and building administrator.

26. You need to check with your teacher about your specific responsibilities in implementing selected behavioral management techniques when the teacher is out of the room.

APPENDIX

Characteristics of a Good Paraprofessional

References

QUALIFICATIONS OF A PARAPROFESSIONAL

A. Personal Qualities

1. Personal characteristics similar to those of a professional teacher.

2. Give special consideration to characteristics, such as:

   a. Adaptability
   b. Cooperation
   c. Creativity
   d. Dependability
   e. Energy
   f. Experience with children
   g. Good grooming
   h. Intelligence
   i. Resourcefulness
   j. Tolerance
   k. Versatility
   l. Sense of humor

B. General Competencies

The following are competencies that paraprofessionals in all special education programs should have:

1. Ability to understand the characteristics of special education students

2. Ability to work with children

3. Ability to communicate

4. Ability to establish good interpersonal relationships

5. Behavior management skills

6. Instructional skills

7. Organizational skills

8. Problem solving skills

RESPONSIBILITIES OF A PARAPROFESSIONAL

The paraprofessional may:

1. Assist students in performing activities that have been initiated by the teacher.
2. Read aloud and listen to children read.
3. Handout papers and collect paper work.
4. Provide special help such as drilling with flash cards, spelling, and play activities.
5. Assist in preparing instructional materials.
6. Reinforce learning with small groups.
7. Supervise free play activities.
8. Prepare art supplies and other materials.
9. Hear requests for help, observe learning difficulties from pupils, and report such matters to teachers.
10. Score objective tests and papers and keep appropriate records for teachers.
11. Escort children on educational trips outside the classroom with the teacher and other appropriate adult support.
12. Assist in educational demonstrations for the class or small groups.
13. Assist in setting up learning centers.
14. Provide assistance with individualized programmed materials.
15. Work with individual students or small groups on language development as outlined by the speech pathologist.
16. Operate office machines.
17. Type any or all material that needs to be typed to help the teacher or other staff in the program.
18. Deliver mail, instructional materials, and other items.
19. Check that needed supplies and materials are on hand.
20. Run a film projector, tape recorder, calculator, slide projector, camera.
21. File materials.
22. Keep bulletin boards current.
23. Collect materials for teacher's use.
24. Make games.
25. Read, understand, and implement under supervision the Individual Educational Plans for children in his/her classroom.
26. Keep appropriate records of child's progress in attaining the goals specified in the IEP's, including the following skill areas: academic, social, language/speech, fine/gross motor, self-care.
27. As instructed by teacher or special resource personnel, administer first aid as appropriate.
28. Administer skills tests.
29. Assist in the supervision of students during playground, lunchroom, library, music, p.e., assemblies, arrivals, departures, halls.
30. Maintain discipline in classroom when teacher is called out of room.
31. Manage behavior and maintain discipline established by teacher.
32. Keep records and files, charts, attendance.
33. Refer parent's inquiries to the teacher.
34. Assist in the maintenance of classroom.

(This list is not all-inclusive.)

UNACCEPTABLE RESPONSIBILITIES OF A PARAPROFESSIONAL

1. Shall not be solely responsible for a classroom or a professional service.
2. Shall not be solely responsible for the diagnostic and programming functions of the classroom.
3. Shall not be solely responsible for preparing lesson plans and initiating original concept instruction.
4. Shall not grade subjective or essay tests.
5. Shall not be solely responsible for assigning grades to a student.
6. Shall not be used as a substitute for certified teachers unless he/she possesses the appropriate substitute teacher's certificate.
7. Shall not assume full responsibility for supervising assemblies or field trips.
8. Shall not regulate pupil behavior by corporal punishment or similar disciplinary means.
9. Shall not treat injuries or other medical needs of children without permission from appropriate personnel.
10. Shall not be assigned to work with the most "difficult" students the majority of the day in a "babysitting-type" of arrangement.
11. Shall not follow through on physical or occupational therapy unless the program has been prescribed by a physical or occupational therapist.
12. Shall not solely program and prescribe educational activities and materials for children.
13. Shall not be solely responsible for preparing progress reports on students.
14. Shall not communicate with parents unless under the direction and supervision of teacher.

(This list is not all-inclusive.)

References:

Special education instructional professional facilitator program. Kansas State Department of Education, Topeka, KS, 1980.

Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students, Division of Special Education, Indiana Department of Education, Indianapolis, IN, 1986.